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ABSTRACT

A project was conducted to develop a model for evaluating local vocational education programs in Missouri. Concerns of the project were formation of evaluation criteria, development of standard statements and indicators to operationalize the system, and securement of expert consensus on the criteria and standards. A Project Advisory Committee conducted a literature search to find evaluative criteria and standards. These were reviewed and adapted for use in Missouri. A Delphi technique was utilized in three rounds of mailed questionnaires to obtain the perceived importance of the standards and categories by a group of 33 vocational educators. Project staff identified five operational components characterizing successful vocational programs (needs assessment, input, process, output, and product). Literature review findings and advisory committee input resulted in the identification of 11 major categories of evalrative criteria. Delphi respondent input led to the incorporation of 82 standards into the model. While project participants found the evaluation system sound and realistic, they identified the need for standardized terminology, enforcement capabilities, and modification of accounting and reporting systems. Recommendations call for pilot testing and staff training. Appendixes constituting 90 percent of the report contain project procedures, a bibliography, glossary, and participant response summaries. (MN)

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FINAL REPORT

Project #RFP 80-131-600-1

Program Evaluation Model for Local Educational Agencies

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 026 404

ABSTRACT

Description of the Problem: Vocational educators and the state advisory council for vocational education in the state of Missouri voiced a strong desire for a more efficient and effective manner by which to evaluate vocational education programs. Subsequently, the Division of Career and Adult Education's Research Coordinating Unit funded this project to develop an evaluative model and system to be used by local education agencies to evaluate vocational education programs in the state of Missouri.

Scope of the Study: This project involved the development of an evaluative model and system; major categories of evaluative criteria; standard statements and indicators to operationalize the system; and the securing of expert consensus as to the major categories and evaluative standard statements.

Objectives: The overall objective of this project was to develop a program evaluation model for local education agencies. Specific objectives were to: (1) identify compliance requirements specified in the appropriate federal and state regulations, (2) identify major program components, major areas of evaluative criteria, evaluative standard statements, and specific indicators of performance, (3) identify the boundaries of acceptable levels of performance for each specific indicator, (4) identify the data needs and appropriate data sources for the model, and to (5) conduct regional workshops to introduce model and system to vocational administrators.

Methods Used to Secure Data: The project staff conducted a literature search in order to find those major areas of evaluative criteria and evaluative standard statements that were deemed important in vocational program evaluation. This information was reviewed by the Project Advisory Committee. The Advisory Committee consolidated standards and major categories, deleted inappropriate standards and categories in relation to the developed model and then validated the remaining standards and major categories as being important and appropriate for evaluation of vocational education programs in Missouri. Once this was done, a Delphi technique was utilized to obtain the perceived importance of the standards and major categories from a group of 33 selected vocational educators and interested individuals from Missouri. The Delphi was accomplished through a mailed questionnaire and consisted of three successive rounds.

Findings:

1. The project advisory committee and the project staff identified five operational components which characterize the operation of all successful vocational programs. They are needs assessment, input, process, output, and product. Their sequence begins with the identification of the institutional or program mission and needs and ends with the terminal outcome of the vocational education process--a successfully placed program completer of leaver. After the design of this evaluation model, literature review findings and project advisory committee input resulted in the identification of eleven major categories of evaluative criteria.

2. From the initial 92 standards and eleven major categories responded to by the Delphi respondents, 10 standards were deleted and made a part of the 82 remaining standards. The eleven major categories remained the same throughout the Delphi process. Fifty-five standards were rated "important"; 27 "somewhat important"; 7 major categories were rated "important; and 4 "somewhat important".

3. The three groups involved in this study--the project advisory committee, the Delphi respondents, and the administrator workshop participants--identified possible concerns relating to the model's implementation including:

   a. need for standardized terminology
   b. need for enforcement capabilities
   c. need for a central accounting and data reporting system
   d. accounting and reporting system at local levels will need modification to interface properly with system.

Conclusions:

Conclusions arrived at by the involvement of these three groups indicated that:

1. The evaluation standards and indicators were considered valid by the project advisory committee and workshop participants.

2. The evaluation system was determined to be sound and realistic by the project advisory committee and workshop participants for both the LEAs and the Division of Career and Adult Education.

3. Both groups reported that more useable, valid information will be generated by this system.

4. The project advisory committee reported that the data burden and state department time and personnel would not increase by using this model.

5. Workshop participants stated that the LEA's data burden would not increase as a result of this model being implemented.

Recommendations:

The input from the project advisory committee, the Delphi respondents, and the administrator workshop participants suggested that:

1. The Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education, provide for a pilot test of this evaluation model and system in representative settings.

2. Operationalize an information system appropriate to support pilot tests of the model.

3. Basic research be undertaken to determine means and ranges for the Efficiency and Effectiveness factors.

4. Staff training be conducted to prepare personnel to operate the model for pilot testing.

5. Synthesize all of the data and input from the pilot testing into a proposal for full implementation of the system.

6. Standardized terminologies be developed for the evaluation model's implementation.

7. Existing reporting documents and procedures be analyzed to identify the modifications necessary to meet the data needs of the new evaluation model.

8. Basic research be conducted to interface the evaluation system's data needs with the data presently available from the appropriate state agencies.

9. Computer capabilities be analyzed and adjustments implemented so evaluation information can be stored and retrieved for both short- and long-term data analysis and needs projections.

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BODY

A. STATEMENT OF THE PROBLEM

The purpose of this project was to develop an evaluation model and system that could be used by Local Education Agencies to evaluate vocational education programs. The model was to allow for the further growth and expansion of vocational and technical education in Missouri by:

1. Being flexible and versatile enough to be utilized by any and all institutions offering all possible types of vocational programs.

2. Providing for the effective and efficient evaluation of either the total vocational offerings of an institution or educational agency or for an individual program.

3. Generating evaluative information, as necessary to make sound judgments concerning program modification and for short- and long-range planning at the local, regional, and state levels, for involved agencies at all levels.

The developed model has considerable potential for reducing the heavy data burden of LEAs due to its streamlining of evaluation procedures. The model also eases the evaluation burden of State Department personnel by shifting their role to one of monitoring as contrasted to actually surveying and evaluating. The evaluation model provides data that will assist the State in documenting compliance as called for by the Bureau of Occupational and Aduit Education's MERC. Also, as a result of careful articulation with the emerging V.E.D.S. System, Missouri will have an evaluation model that is compatible with the federal system.

There are seven key principles that guided the development of the model and that are incorporated into the system. These seven principles are:

1. The system will not increase the data burden on local or state agencies. Every effort has been made to simplify the implementation of the evaluation system and to gear the data requirements to existing instrumentation. To a considerable extent,

the quantitative data requirements will be met by existing data collection procedures and will be furnished to the LEA by the State Department of Elementary and Secondary Education.

2. The system will be a continuous process, not an activity that is conducted only once in a period of time. The system is designed in this manner because its focus is on program improvement, not on regulation or enforcement. It is not an activity that is conducted once during a period of time and then repeated at intervals. The system, when implemented, can be easily and regularly updated to provide information to aid decision making on an ongoing basis.

3. The system contains forward-looking components as well as descriptions of past and current activities. Because vocational education must be constantly up-to-date with the needs of business and industry, the system incorporates methods for identifying and determining occupational requirements. This information enables decision makers to adjust programs and offerings as needed.

4. The system is primarily designed to provide information for decision making to education managers at local and state levels. The purpose of the system is to provide a tool to improve vocational education, not to check on, prove, or disprove. There are no automatic judgments made by the system itself, instead judgments are made by the evaluation team based upon the analysis of the information generated by the system.

5. The system provides for analysis of individual local programs as well as for the total operation of each local institution. Each individual program offered by an institution can be analyzed for its process and operation and its efficiency and effectiveness. This information can be combined with other information to provide an analysis of the total operation of the institution.

6. The system provides for comparative analysis of programs at the institutional, regional, and state levels. The system enables comparison of critical program components and of individual program efficiency and effectiveness ratios with those of other comparable programs and with regional and state ranges. Similar analyses can be made at the institutional level by comparison with other similar institutions. At the state level, similar analyses and comparisons can be made for specific levels of programs and for particular program areas.

7. The system provides evaluative data for all levels of programs serving all categories of populations. The system has been deliberately designed in an open-ended, flexible context to provide for evaluation for all vocational education programs and all institutions offering programs. The means for generating meaningful evaluative and comparative data for all existing types of programs is an integral part of the system.

B. OBJECTIVES

The overall objective of this project was to develop a program evaluation model for Local Educational Agencies. The accomplishment of this objective required completion of the following more specific objectives:

1. Identification of the compliance requirements specified in the appropriate federal and state regulations. This was accomplished through a literature review of current publications, periodicals, and fourteen (14) evaluation instruments used to evaluate vocational education programs in various states throughout the nation.

2. Identification of the major program components which, when combined, represent the complete interaction of a comprehensive vocational education program.

3. Identification of the specific indicators which point to potential problem areas or to exemplary performance or production.

4. Identification of the parameters of production, performance, or process which represent the boundaries of acceptable levels for each of the specific indicators.

5. Identification of the data needs of the model.

6. Identification of the most appropriate data sources.

Development Process

To generate the evaluation model, a review of the key related research literature (see bibliography in resource section page 93) federal and state legislation, and of the Missouri State Plan for Vocational Education was conducted. The purpose of this review was to identify compliance requirements, to outline major areas of vocational activity, and to specify various data important to the evaluation of vocational education programs. Once such information was analyzed, the model was then conceptualized in terms of its key components. Then the major areas of evaluative criteria were identified and the standards and indicators were developed. Next,

selected individuals in vocational education in the state of Missouri were asked to validate the evaluative standard statements and major categories of evaluative criteria through the use of the Delphi technique (see attachment B, page 14). Once this was accomplished, an Administrator's Evaluation Handbook and descriptive materials were developed in order to present this evaluation concept. Figure 1, page 5, presents the developmental process used to generate the evaluation model. Attachment A, (page 11), describes the procedures used in this project and Attachment B, (Page 14), provides a description of the selection of the Delphi respondents, treatment of the data generated, and results.

An advisory committee assisted in the development of the initial model. Made up of local vocational administrators, vocational instructors, members of local advisory committees, vocational teacher-educators, members of the State Advisory Council for Vocational Education, and members of the Division of Career and Adult Education of the Department of Elementary and Secondary Education, the committee was selected to review the information gleaned from the literature. The committee also served to validate the importance of the information gained from the literature, to combine and consolidate the various listings, and to delete what was felt to be of minor importance.

Data Analysis

Three particular areas were analyzed with reference to the Delphi study: 1. the importance ratings of the major categories of evaluative criteria and standard statements, 2. the degree of convergence among the Delphi respondents among rounds, and 3. the response patterns of the Delphi respondents.

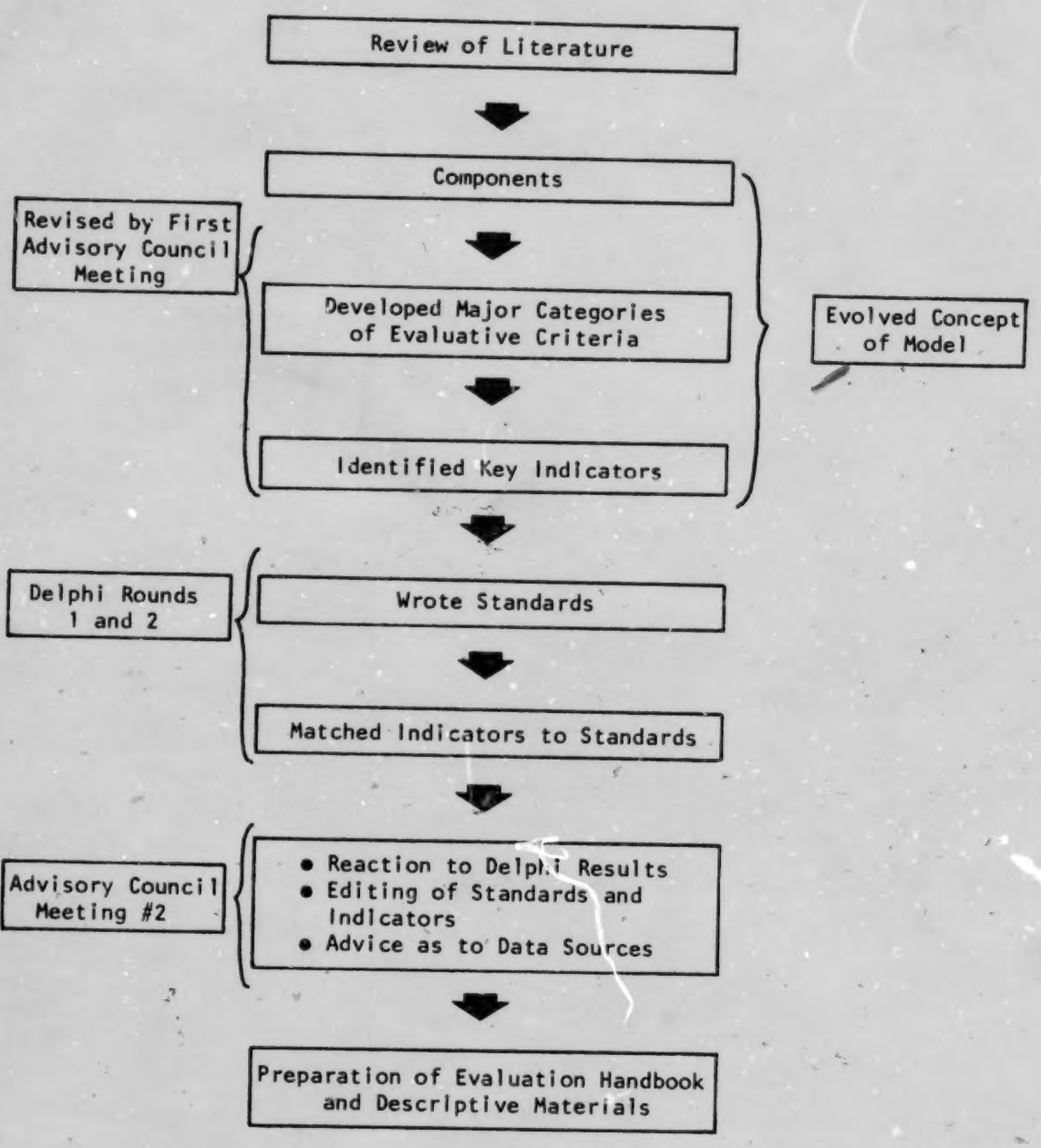

Review of Literature
Components
Revised by First Advisory Council Meeting
Developed Major Categories of Evaluative Criteria
Identified Key Indicators
Evolved Concept of Model
Delphi Rounds 1 and 2
Wrote Standards
Matched Indicators to Standards
Advisory Council Meeting #2
• Reaction to Delphi Results
• Editing of Standards and Indicators
• Advice as to Data Sources
Preparation of Evaluation Handbook and Descriptive Materials

FIGURE 1. Overview of Development Process

The Delphi Technique:

The Delphi technique was selected for this project because of its applicability in securing group consensus from selected individuals without having the individuals in a group setting. Respondents could freely make suggestions and comments and rate the various standards and indicators without the peer pressure that is present in face-to-face meetings. Page 14 of attachment B entitled "The Delphi Technique Procedures" provides a detailed description of how this research concept was implemented. Attachment C, page 35, presents the Delphi questionnaires used in each Delphi round.

Handbook Development and Dissemination:

Upon completion of the statistical analysis and of the summation of suggestions and comments from the Delphi respondents and the project advisory committee, the following steps were taken:

1. Development of an administrators handbook for application of the model. (Available upon request from: Ms. Kay Dameron, Supervisor, Research Coordinating Unit, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102).

2. Production of 100 copies of the evaluation model and the administrators handbook.

3. Dissemination of the model through one-half day regional workshops in Missouri. (The Vocational Program Evaluation workshops were designed to familiarize area vocational-technical school directors, comprehensive high school vocational administrators, and community college occupational deans with information concerning the new program evaluation model for Missouri. In addition to the handbooks, workshop participants were provided further insights as to how the new model. . .

   a. Provides for participation of all populations in the evaluation process.

   b. Focuses attention on problem areas.

   c. Identifies exemplary programs and program components.

   d. Provides information to guide planning and resource allocation.

   e. Identifies technical assistance required for program improvement.

f. Provides a continuous process of planning and evaluation.

The workshops were held at the following locations: May 15 at Maryville Area Vocational-Technical School, May 16 at Joe Herndon Area Vocational-Technical School, May 19 at W. J. Graff Area Vocational-Technical School, May 21 at Cape Girardeau Area Vocational-Technical School, and May 22 at North St. Louis County Technical School. A total of 51 participants attended the workshops. A presentation was also made at the 1980 Missouri Vocational Association meeting in Columbia for the benefit of those unable to attend the regional workshops. Forty individuals were present at this meeting. Handbooks were also disseminated to appropriate state department personnel and to the project advisory committee members. Page 167 of attachment G presents a summary of comments of those participants at the regional workshops who responded to questions presented at the workshops. Attachment E, page 98, presents the reporting documents developed to be used by the LEAs to conduct an evaluation. The documents are designed to access both individual vocational programs and the institution. Attachment F, page 164, presents the glossary of terms used for this model and system. Particular attention was given these documents and terms at the workshops.

C. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The evaluation model and system developed from this project was accomplished through input from three particular groups of individuals. They were: the project advisory committee, the Delphi respondents, and the administrator workshop participants who received the presentation of the model and system.

The project advisory committee provided initial input in the form of validation of the major categories of evaluative criteria, standards, and indicators that were gleaned from the literature by the project staff. They also offered comments and suggestions concerning the conceptual model

and its intended application and further validated the resulting product by reviewing and analyzing the entire finished model and system.

The Delphi respondents provided responses, comments, and suggestions concerning the perceived importance of the standards and major categories developed by the project staff and reviewed by the project advisory committee.

The workshop participants further validated the content and structure of the model. The participants offered suggestions concerning its implementation and made comments as to its applicability and usefulness for the evaluation of vocational programs in Missouri.

The following findings, conclusions, and recommendations were drawn from interaction with these three groups with respect to the evaluation system.

Findings:

1. Of the initial 92 standards and eleven major categories of evaluative criteria responded to by the Delphi respondents, standards were deleted and incorporated into the 82 remaining standards. The eleven major categories remained the same throughout the Delphi process. 55 standards were rated "important", 27 "somewhat important", 7 major categories were rated "important", and 4 "somewhat important".

2. There was a high degree of convergence of opinions among respondents from round to round. See appendix B, page 32 for Delphi results. Significant round to round closure is evidenced in reduction of the range.

3. All three groups felt possible problems relating to the model's implementation were:

   a. need for standardized terminology
   b. need for enforcement capabilities
   c. need for a central accounting and data reporting system
   d. statewide uniform monitoring of system
   e. accounting and reporting system at local levels will need modification to interface properly with system.

Conclusions:

Conclusions arrived upon as a result of this study are:

1. The evaluation standards and indicators were considered valid by the project advisory committee and workshop participants.

2. The evaluation system was determined to be sound and realistic by the committee and workshop participants for both the LEAs and the Division of Career and Adult Education.

3. All items were perceived as being important to evaluation of LEAs.

4. Both groups stated that more useable, valid information will be generated by this system.

5. The project advisory committee reported that the system would reduce the data burden, state department time, and personnel required of the State Department.

6. Workshop participants reported that they did not perceive the LEA's data burden increasing as a result of this model being implemented.

Recommendations:

Recommendations arrived upon as a result of this study are:

1. The Missouri Department of Elementary and Secondary Education, Divison of Career and Adult Education, provide for a pilot test of this evaluation model and system in representative settings.

2. Operationalize an information system appropriate to support pilot tests of the model.

3. Basic research be undertaken to determine means and ranges for the Efficiency and Effectiveness factors.

4. Staff training be conducted to prepare personnel to operate the model for pilot testing.

5. Synthesize all of the data and input from the pilot testing into a proposal for full implementation of the system.

6. Standarized terminologies be developed for the evaluation model's implementation.

7. Existing reporting documents and procedures be analyzed to identify the modifications necessary to meet the data needs of the new evaluation model.

8. Basic research be conducted to interface the evaluation system's data needs with the data presently available from the appropriate state agencies.

9. Computer capabilities be analyzed and adjustments implemented so evaluation information can be stored and retrieved for both short- and long-term data analysis and needs projections.

ATTACHMENT A

Procedures

ATTACHMENT A

PROCEDURES

In the development of the evaluation model and standards, the project team had as their overriding objective the goal of developing a systematic process that would be comprehensive enough to incorporate all aspects of vocational education and yet be feasible in terms of its time and resource requirements. Figure II-3 (page II-4) of the Program Evaluation Project Administrator Handbook provides an overview of the development process. Through the efforts of the project advisory committee and the project team, five operational components were identified. The five operational components, which characterize the operation of all successful vocational programs, are needs assessment, input, process, output, and product (see Figure II-1, page II-4, Program Evaluation Project Administrator Handbook). Their sequence begins with the identification of the institutional or program mission and needs, and it ends with the terminal outcome of the vocational education process--namely, a successfully placed program completer or leaver.

After the design of this model, literature review findings and advisory committee input resulted in the identification of ten major areas of evaluative criteria. These areas encompass all functions essential to a vocational program or institution. Figure II-1 (page II-2, Program Evaluation Project Administrator Handbook) shows the major categories as:

1. Administration
2. Advisory Committees
3. Ancillary Services
4. Curriculum and Instruction
5. Facilities and Equipment
6. Philosophy and Objectives
7. Placement and Follow Up
8. Public Relations
9. Student Organizations
10. Student Recruitment and Selection

The lists of operational components and major categories of evaluative criteria form a lattice. After this model was conceived, standards were developed to fill each cell within the grid. Figure II-2 (page II-3, PEP Administrator Handbook) depicts the number of standards which were developed for each cell within the model. One or more indicators, which would document the attainment of each specific standard, were then written.

Each standard and its indicator was developed so that the latter provides a consistent and sequential flow across each operational component. This process embodies the essential features of effective management and its flexibility permits application to conventional and atypical programs and institutions.

Figure II-2 (page II-3, PEP Administrator Handbook) also depicts the unique status of the eleventh major evaluative category of Efficiency and Effectiveness. This particular category is special in that the data necessary to document achievement of its standards is derived from each of the operational components and each of the other major categories. Because of this, the category of Efficiency and Effectiveness is placed to the side of the grid with the data supplied from the other major categories across all operational components flowing into it (see Figure II-1, page II-2, PEP Administrator Handbook).

Attachment E, page 98, contains the reporting documents developed to be used to secure evidence of attainment of each indicator and standard statement for all major categories of evaluative criteria. The reporting documents are divided into those standards and indicators needed to secure information for the overall institution, and those standards and indicators needed to secure information for the individual instructional programs within an institution.

ATTACHMENT B

The Delphi Technique Procedures

ATTACHMENT B

THE DELPHI TECHNIQUE PROCEDURES

The Delphi technique was selected for this project because of its applicability to securing group consensus without using a face-to-face group approach. Bruno (1979) stated this would give each individual participating equal input into the reaching of consensus, although that person may have been some distance apart in rating and perhaps unacquainted with the other participants. Bruno (1976, page 256) further stated:

> . . . the Delphi technique could be one method for systematically developing policies and making decisions. The Delphi may assist in establishing priorities in education by identifying those priorities of individual members of a segment of society who ultimately influence the course and direction of education

In relating to the various uses of the Delphi technique in education, Helmer (1966) suggested its use in such areas as curriculum improvement, facility expansion, long-range expansion programs for universities, and in establishing comprehensive planning programs for educational innovations.

Delphi Respondent Selection

The respondents selected for this project consisted of 33 persons involved in vocational education in the state of Missouri. Figure 2, page 16 presents an analysis identifying the job titles, program levels, and service area compositions of the thirty-six vocational leaders selected as respondents to the Delphi questionnaire. Due to the nature of the Delphi technique in securing subjective responses over successive rounds, the use of the power factor for determining a certain number of responses cannot be applied.

OCCUPATIONAL TITLE	
AVTS Directors	5 (1)
Public School Superintendents	6 (1)
Community College Occupational Deans	5
State Department Personnel	4
Teacher Educators	3
State Advisory Council Members	3
Vocational Teachers	6 (1)
Counselors	1
Total Respondents	36

GEOGRAPHIC REGION	
Northwest	8
Northeast	7
Southwest	6
Southeast	3
Central	12
Total Respondents	36

POPULATION	
Rural	16
Urban	13
State Department, lay, university	7
Total Respondents	36

(3) Indicates nonusable responses.

EDUCATION LEVEL SERVED	
Secondary	20
Post-Secondary	6
State Department, lay, university	10
Total Respondents	36

FIGURE 2. Delphi Respondent Composition

Therefore, the project staff consulted individuals (personally and through the literature) who have used the Delphi technique in research studies. The number used in various studies reviewed and referred to by the literature varied from as few as 10 to as many as 250 respondents, depending on the purpose, nature of the study, or whether the study was locally or nationally administered (Cockriel, Elias, Faherty, Helmer, Bunning).

The primary factor that did stand out in the literature reviewed was the selection of the Delphi respondents. The literature stressed the importance of developing a biased grouping of respondents who possess knowledge and skills relative to the subject matter of the study (Bruno, 1976). Thus, it was determined that the jury would be composed of persons representing the following types of experiences, but not exclusively all:

1. Teaching experience of at least two years as a teacher in a service area of vocational education.

2. Teaching experience of at least two years as a teacher-educator in a service area of vocational education.

3. Educational work experience as a supervisor and/or administrator in vocational education.

4. Having served on local school and/or program advisory committees or the Missouri State Advisory Council for Vocational Education.

The following sources we-e utilized in generating a list of respondents for this project:

1. The Executive Director of the State of Missouri Advisory Council on Vocational Education.

2. Missouri Department of Elementary and Secondary Education, State Coordinator for the Division of Career and Adult Education.

3. Local administrators of vocational education programs.

4. Service area coordinator of Marketing and Distributive Education at the University of Missouri, College of Education, Practical Arts and Vocational-Technical Education Department (PAVTE).

5. Faculty members from Industrial Education at the University of Missouri, College of Education, Practical Arts and Vocational-Technical Education Department (PAVTE).

A Delphi Respondent Composition Sheet (Figure 2, page 16, was used to insure that respondents were secured from all geographic regions, levels of education, administering vocational education programs, and program areas of vocational education in Missouri (see Figure II-4, page II-5, PEP Administrator Handbook).

The Initial Instrument

The Delphi technique was effected through the use of a mailed instrument. The instrument, a letter of explanation including general instructions, and a stamped, self-addressed return envelope were sent to the selected respondents in three successive rounds.

A Likert-type rating scale from one to six in levels of importance was used by the respondents in rating the perceived relative importance of the standard statements on the Delphi Instrument. A Likert-type scale was used because of ease of construction, ease of scoring, and respondents' preference to this type of scale (Oppenheim, 1966).

Also, current research reports indicated a preference for scales to be constructed to eliminate the alternative for "middle ground" responses. This

alternative exists with the five-point Likert-type scale. Therefore, a six-point scale was decided upon to be used to create a fixed alternative or forced choice scale (Warren, Klonglan, and Sabir, 1969) without a convenient "middle of the road", non-committed response possibility.

In each round of the Delphi, the respondents were requested to respond to the standard statements by indicating a choice of one of the six priority responses for each statement. The responses ranged from "very important" to "very unimportant". The numerical values assigned to quantify each response were: 6.0 if the respondent indicated a standard to be "very important" to 1.0 if the respondent indicated a standard to be "very unimportant". Space was also provided for open-ended comments beneath each standard statement. This offered the respondents an opportunity to make comments about or modify the standard statements.

Since it was very important that the Delphi respondents clearly understood what they were being requested to do through the use of the Delphi technique, a cover letter was constructed for each Delphi round explaining in detail the steps to follow in the completion of the instrument rating (see Attachment C, pages 35 to 92). Also, instructions and an example were prepared and placed on the first page of the Delphi instrument (Bunning, 1979).

Procedures for Data Collection

The following procedures were followed in the collection of data:

1. A total of three (3) successive Delphi rounds were conducted.
2. After the first Delphi round, the mean of all respondent rankings was calculated for each standard statement and for each major category.
3. The interquartile range (that point at which the innermost 50% of the responses fell) was calculated for each standard statement

and for each major category (see Attachment C, page 36 for explanation of how data was reported between rounds).

4. All respondent comments were compiled for each standard statement (see pages 35 thru 92 for Delphi instruments and comments).
5. The project staff revised statements as suggested by the respondents and then consolidated the comments made.
6. All calculations, and a summary of suggestions and comments, were furnished to all respondents on the second Delphi round, along with new and/or revised standards.
7. The second Delphi round was sent to the respondents showing the mean and interquartile range for each standard statement and major category.
8. The respondents were asked to respond again to the standards and major categories in light of the new information provided.
9. After the second Delphi round, the mean and interquartile range were again calculated for each major category and standard statement, and the project staff again examined any new comments and suggestions made by the respondents.
10. Again, the respondents were asked to respond to the standards and major categories in light of the new information provided.
11. After the third and final Delphi round, the mean and interquartile range was calculated for each major category and each standard statement.

Guidelines Established for Data Gathering

In the collection of data for this research project, certain guidelines were developed and followed in an attempt to maintain a high level of responses for each Delphi round. The following guidelines were established:

1. A turn-around time of 10 days from date of mailing was allowed for each Delphi round.
2. On the seventh (7th) day after each mailing, a telephone call was made asking the respondent to complete and return the instrument as quickly as possible.
3. Those respondents not returning the instrument within 10 days after being contacted by telephone were deleted from the study. These instruments were considered unusable responses and were not used in future statistical analyses.

Treatment of the Data

The Delphi responses were analyzed as follows:

1. To verify the relative importance of each category, a grand mean was derived for each major category by summing the means of the standards within that category. These are shown in Table 1, page 24.
2. An overall grand mean (the average of the grand means for each major category) was then computed to determine the overall level of importance attached to the areas covered by the instrument.
3. A test was conducted to determine if a significant difference existed (at of 0.05 level) among the response patterns of the Delphi respondents between rounds one and three. A Chi Square was used to determine if any significant differences existed. Ferguson (1976:189) stated:

Chi Square is defined by the formula

$$X^2 = \frac{(O-E)^2}{2}$$

where O and E denote the observed and expected frequencies, respectively. Chi Square is a descriptive measure of the magnitude of the discrepancies between the observed and expected frequencies. The larger these discrepancies the larger Chi Square will tend to be. If no discrepancies exist, and the observed and expected frequencies are the same, Chi Square will be zero.

Tuckman (1978) stated that Chi Square tells you whether the frequencies obtained in the cells of the table are different from the frequencies you might expect based on chance alone. Chi Square compares obtained frequencies to expected frequencies and indicates the probability that they are different. If a difference existed, an examination of the ranges of responses would suggest this difference was due to the convergence of the respondents' ratings.

4. The interquartile ranges were calculated for each major category of evaluative criteria and each standard statement. An examination of the interquartile range was conducted to determine if, in fact, convergence took place. The interquartile range served as an indicator of closeness of response by the Delphi respondents as a total group. The lower 25 percent and upper 25 percent determined the boundries represented where the innermost 50 percent of the responses fell. The interquartile range was calculated by computing P25 for the exact lower limit and P75 for the exact upper limit. The formula used was provided by Ferguson (1976:444):

$$Pi = L + \frac{pN-F}{fi} h$$

where Pi = Kth percentile point
P = proportion corresponding to ith percentile point
L = exact lower limit of interval containing Pi
F = sum of all frequencies below L
fi = frequency of interval containing Pi
h = class interval

The analysis of the data generated by the Delphi study is as follows:

1. The importance ratings of the major categories of evaluative criteria. Table 1 presents the ordering of the major categories for all three Delphi rounds. Seven major categories were perceived as being important, four as being somewhat important. No major category was perceived as being unimportant. The lowest mean for the major categories of evaluative criteria was for Student Organizations in all three Delphi rounds. The means were 4.38 (round one), 4.30 (round two) and 4.23 (round three). The averages decreased from one round to the next. The highest mean for the major categories of evaluative criteria was for Curriculum and Instruction. The means were 5.50 (round one), 5.55 (round two), and 5.63 (round three). The averages increased from one round to the next.

2. The importance ratings of the standard statements.

There were a total of 92 standard statements in round one, 82 standard statements in round two, and 82 standard statements in round three. Ten standard statements were consolidated into other standard statements based upon comments and suggestions offered by the respondents. In Table 2, the standard statements, grouped by major category, are presented as determined by the means derived from round three. This was done because round three is the culminating round in which convergence was achieved. Forty-eight of the standard statements were perceived as being important, thirty-four were perceived as being somewhat important. No standard statement was perceived as being unimportant. The range of means for the 82 standards was from 3.65 for

Table 1

Ordering of Major Categories of Evaluative Criteria by Means for all Rounds

Round 1		Round 2		Round 3	
Major Category	Mean	Major Category	Mean	Major Category	Mean
Curriculum and Instruction	5.50	Curriculum & Instruction	5.55	Curriculum & Instruction	5.63
Placement and Follow Up	5.33	Administration	5.34	Placement & Follow Up	5.41
Administration	5.28	Placement & Follow Up	5.23	Administration	5.29
Student Recruitment & Sel	5.25	Student Recruitment & Sel	5.21	Student Recruitment & Sel	5.21
Facilities & Equipment	5.16	Facilities & Equipment	5.16	Facilities & Equipment	5.17
Philosophy & Objectives	5.07	Philosophy & Objectives	5.10	Philosophy & Objectives	5.09
Efficiency & Effectiveness	5.05	Efficiency & Effectiveness	5.10	Efficiency & Effectiveness	5.03
Advisory Committees	4.91	Public Relations	4.84	Public Relations	4.84
Public Relations	4.83	Advisory Committees	4.79	Advisory Committees	4.78
Ancillary Services	4.80	Ancillary Services	4.72	Ancillary Services	4.72
Student Organizations	4.38	Student Organizations	4.30	Student Organizations	4.23

Table 2

Standard Statements by Major Category
with Interquartile Ranges and Round Three Means

	Mean
I. Curriculum and Instruction (.55-.52-.53)*	5.63
1. Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables. (.70-.56-.53)	5.94
2. Statements of goals and objectives have been developed. (.70-.54-.55)	5.90
3. Needs assessments have been conducted. (.64-.58-.57)	5.87
4. A program of work/plan of action has been established and implemented according to the goals and objectives. (.82-.60-.59)	5.84
5. A comprehensive annual evaluative review is conducted. (.71-.66-.59)	5.65
6. The curriculum and instruction process results in outputs that facilitate achievement of each student's goals and objectives. (1.06-1.13-1.08)	5.65
7. The curricula and instruction are successful in terms of resource utilization and achievement of planned goals and objectives. (1.42-1.00-.97)	5.52
8. Local enrollment trends have been projected. (1.08-1.19-.79)	5.32
9. An institutional program has been established to implement the goals and objectives. (1.42-1.12-.83)	5.26
10. A review of each program's instructional process is conducted on an annual basis. (1.12-.96-.83)	5.06
II. Placement and Followup (.89-.52-.53)	5.41
1. Records (grades, performance, placement) are maintained on each student enrolled. (1.88-.66-.65)	5.77

* Interquartile ranges for rounds one, two, and three respcetively.

2.	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables. (1.40-1.13-1.05)	5.55
3.	A comprehensive annual evaluative review is conducted. (.96-.96.-1.01)	5.45
4.	Statements of goals and objectives have been established. (1.23-1.02-.97)	5.35
5.	Records concerning successful and unsuccessful job placement, followup activities, and/or withdrawals are maintained on each student. (1.04-1.08-1.07)	5.39
6.	Needs assessments have been conducted. (1.26-1.17-1.07)	5.32
7.	Placement and followup operations are successful in terms of resource utilization and achievement of planned goals and objectives. (1.17-.94-.89)	5.29
8.	Students are systematically surveyed with comprehensive followup evaluations. (1.43-1.24-1.07)	5.23
9.	Program personnel are provided current projections of trends and changes in entry-level employment and continuing education in the occupation the program is now serving. (1.42-.94-.85)	5.23
10.	A program of work/plan of action has been established and implemented according to the goals and objectives. (1.12-1.04-.87)	5.16
III.	Administration (1.08-1.03-1.03)	5.29
1.	Administration is successful in terms of resource utilization and completion of presented goals and objectives in relation to: a. staff personnel, b. facilities, c. budgets, d. planning e. professional growth. (1.11-.75-.58)	5.77
2.	Statements of goals and objectives have been developed. (1.32-1.03-1.07)	5.35
3.	The administrative process results in outputs that facilitate achievement of institutional goals. (.95-.107-.94)	5.32

4.	A program of work/plan of action has been established and implemented according to the goals and objectives. (1.21-.94-.94)	5.29
5.	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). (1.14-.94-.81)	5.26
6.	A comprehensive annual evaluative review is conducted. (1.06-.85-.73)	4.97
7.	Needs assessments have been conducted. (1.19-1.63-.57)	4.94
IV.	Student Recruitment and Selection (1.26-1.17-1.08)	5.21
1.	Statements of goals and objectives have been developed. (1.08-.92-.77)	5.61
2.	Needs assessments have been conducted. (1.44-1.12-1.11)	5.29
3.	A program of work/plan of action has been established and implemented according to the goals and objectives. (1.11-.98-.98)	5.29
4.	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). (1.10-.66-.68)	5.19
5.	A comprehensive annual evaluative review is conducted. (1.32-1.06-.93)	5.03
6.	Special needs populations are using the resources provided them. (1.83-1.23-.81)	4.61
V.	Facilities and Equipment (1.07-.69-.67)	5.17
1.	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables. (.89-.93-.93)	5.55
2.	Needs assessments have been conducted. (1.21-1.02-1.15)	5.35

3. The facilities and equipment enable achievement of identified program goals and objectives in an efficient manner. (1.09-1.24-1.01)	5.32
4. A program of work/plan of action has been established and implemented according to the goals and objectives. (1.77-1.73-.86)	5.13
5. A comprehensive annual evaluative review is conducted. (1.34-1.11-1.07)	5.03
6. Statements of goals and objectives have been developed. (1.33-1.05-.99)	4.71
VI. Philosophy and Objectives (1.18-1.15-1.13)	5.09
1. Statements of goals and objectives have been developed. (.89-.67-.62)	5.77
2. A program of work/plan of action has been established and implemented according to the goals and objectives. (1.96-1.12-1.08)	5.19
3. A comprehensive annual evaluative review is conducted. (1.37-1.24-1.02)	5.13
4. Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). (2.54-1.62-1.39)	4.58
5. Needs assessments have been conducted. (2.22-1.58-1.34)	4.55
VII. Efficiency and Effectiveness (.99-1.01-.94)	5.03
1. Program contributes to student's job advancement and/or the development, refinement, or upgrading of skills. (1.31-1.08-1.00)	5.39
2. Students are placed in jobs related to their preparatory curriculum. (1.16-1.07-.85)	5.19
3. Students are placed in jobs for which they were directly trained. (1.36-.93-.79)	5.13
4. Administrative costs per placement fall within acceptable limits. (1.27-.87-.68)	5.00

IX.	Advisory Committees (1.76-1.28-1.18)	4.78
	1. Each advisory committee prepares appropriate documentation. (1.23-1.06-.11)	5.32
	2. Statements of goals and objectives have been developed. (1.30-1.07-.76)	5.10
	3. Advisory committees contribute to the operation of the institution. (1.30-1.19-1.09)	5.00
	4. A program of work/plan of action has been established and implemented according to the goals and objectives. (1.26-1.36-1.24)	4.71
	5. A comprehensive annual evaluative review is conducted. (1.65-.81-.74)	4.55
	6. Needs assessments have been conducted. (1.42-1.26-1.11)	4.48
	7. Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). (2.03-1.61-1.43)	4.48
X.	Ancillary Services (1.38-.82-.65)	4.72
	1. Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). (1.54-.66-.64)	5.03
	2. Each ancillary service is successful in terms of resource utilization and achievement of planned goals and objectives. (1.56-.85-.68)	4.97
	3. A comprehensive annual evaluative review is conducted. (1.36-.76-.74)	4.77
	4. Statements of goals and objectives have been developed. (1.44-1.17-1.06)	4.58
	5. A program of work/plan of action has been established and implemented according to the goals and objectives. (1.40-1.20-.95)	4.55
	6. Needs assessments have been conducted. (1.41-1.25-1.18)	4.39

XI.	Student Organizations (1.60-1.46-1.44)	4.23
1.	Students are actively involved in student organizations. (1.83-1.66-1.54)	4.42
2.	Statements of goals and objectives have been developed. (1.50-1.31-1.32)	4.35
3.	A program of work/plan of action has been established and implemented according to the goals and objectives. (1.90-1.31-1.27)	4.26
4.	Needs assessments have been conducted. (1.71-1.13-1.08)	4.23
5.	A comprehensive annual evaluative review is conducted. (2.03-1.39-1.41)	4.19
6.	Program related/school related student organizations maintain appropriate records. (1.17-1.13-1.08)	4.13
7.	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). (1.89-1.41-1.33)	4.10

Student Organizations to 6.23 for Curriculum and Instruction. The lowest mean for a standard was 3.65 and indicates that all the standards used in this project were rated in the area of "important" or higher.

3. The degree of convergence among the Delphi respondents among rounds. The degree of convergence was determined by calculating the difference in the interquartile ranges for each major category and for each standard statement. Table 3 presents the interquartile ranges and differences for each major category for all rounds. In round three the greatest closure was for the major category of Curriculum and Instruction (.53 units). The least amount of closure was for Student Organizations (1.44 units). These major categories were also ranked by means as first and eleventh, respectively. The lack of consensus for Student Organizations can be explained by the fact that some respondents consistently rated it high and others rated it low. The high degree of consensus for Curriculum and Instruction can be explained because respondents consistently rated it high in all rounds. Table 2 presents the interquartile ranges for each standard statement from all rounds. The interquartile range was from .51 unit under Public Relations to 1.51 units under Student Organizations.

4. The response patterns of the Delphi respondents. A 2x3 Chi Square test was applied to each major category of evaluative criteria for rounds one and three. These Chi Squares were conducted to determine if a significant difference existed among the response patterns of the Delphi respondents. Table 4 presents the Chi Square results. The level of significance for a two-tailed test with two degrees of freedom (R-1 x C-1) was 5.99. The Chi Square values for the eleven major categories of evaluative criteria indicated that the responses from round one and round three differed significantly except

Table 3

Interquartile Ranges for the Major Categories of Evaluative Criteria for all Rounds

Major Category	Round 1 Range	Round 2 Range	Round 3 Range
Curriculum & Instruction	.55	.52	.53
Placement & Followup	.89	.56	.59
Administration	1.08	1.03	1.03
Student Recruitment and Selection	1.26	1.17	1.08
Facilities & Equipment	1.07	.69	.67
Philosophy & Objectives	1.18	1.15	1.13
Efficiency & Effectiveness	.99	1.01	.94
Public Relations	1.55	.80	.77
Advisory Committees	1.76	1.28	1.18
Ancillary Services	1.38	.82	.65
Student Organizations	1.60	1.46	1.44

Table 4

Chi Square Results for the Eleven Major Categories of Evaluative Criteria for Rounds One and Three

Major Category	Chi Square Results*
Curriculum and Instruction	4.08 **
Placement and Followup	24.78
Administration	11.18
Student Recruitment and Selection	17.49
Facilities and Equipment	9.11
Philosophy and Objectives	11.59
Efficiency and Effectiveness	50.87
Public Relations	30.79
Advisory Committees	22.35
Ancillary Services	29,69
Student Organizations	14.65

*The level of significance for a two-tailed test with 2 degrees of freedom is 5.99.

**The standard statements making up the major category of Curriculum and Instruction were rated consistently high across all three Delphi rounds. The consistently high rating caused the interquartile ranges to remain consistent also. Thus, no significant difference existed across rounds in this category.

for the major category of Curriculum and Instruction. An observation of the interquartile ranges for Curriculum and Instruction for rounds one and three (Table 3) showed the amount of closure did not change significantly among rounds. Taking this into account, it can be determined that the Delphi respondents did not differ significantly in their responses across rounds with respect to the major category of Curriculum and Instruction. Also, observation of the interquartile ranges and Chi Square results for all other major categories showed the respondents did differ significantly in their perceived relative importance of these major categories. This indicated convergence of opinions among the respondents across rounds.

ATTACHMENT C

Delphi Questionnaires for All Rounds

ATTACHMENT C

ROUND #1 INSTRUCTIONS

GENERAL INSTRUCTIONS

The enclosed questionnaire is in three parts and the purpose of each section is as follows:

1. Part A consists of a grid to establish the relative importance of *Overall Evaluative Standards* to the *Major Categories of Evaluative Criteria*.

2. Part B will determine the relative importance of *Evaluative Standards* which are unique to a specific *Major Category of Evaluative Criteria*.

3. Part C will determine the relative importance of each *Major Category of Evaluative Criteria* to the overall evaluation process.

PROJECT DESCRIPTION

The outcome of this project will be an evaluation model that fuses the most desirable aspects of self-study and instrument based assessment systems. As conceived, the model will have considerable potential for reducing the heavy data burden of Local Education Agencies due to its streamlining of evaluation procedures. The model will also ease the evaluation burden of State Department personnel by shifting their role to one of monitoring as contrasted to actually surveying and evaluating.

DELPHI BACKGROUND INFORMATION

Essential program evaluation standards will be identified through the Delphi technique. Participants will be asked to rate a series of standard statements related to specific categories involved in the overall operation of vocational education programs. Responses will indicate the standard statement's importance to each particular category. Participants will also be given an opportunity to augment, delete, or otherwise revise each standard statement.

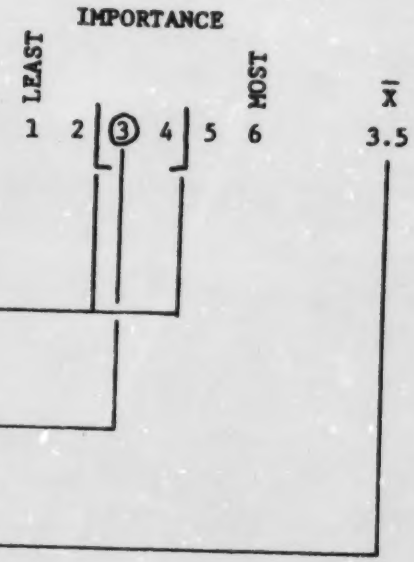
Upon receipt of the completed questionnaires, the project staff will analyze the responses for each standard in relation to a particular category and compile a summary of all comments. A second round of questionnaires along with results and comments will again be mailed to the participants and they will be asked to react to the standard statements again in light of the results provided. This process will continue through a third or additional rounds until a consensus is reached.

The activity which is the subject of this report is supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education and no official endorsement should be inferred.

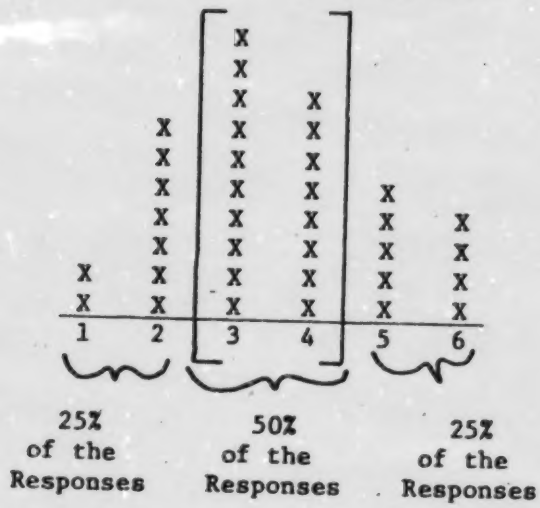
EXAMPLE OF HOW THE RESPONSES, MEANS, AND INTERQUARTILE RANGES ARE BEING REPORTED

PLACEMENT AND FOLLOW-UP STANDARD STATEMENT:

Placement and follow-up operations are successful in terms of resource utilization and achievement of planned goals and objectives.


IMPORTANCE
LEAST
MOST
1 2 3 4 5 6
$\bar{X}$
3.5
INTERQUARTILE RANGE (note responses rounded to nearest quarter.)
YOUR ORIGINAL RESPONSE
THE AVERAGE OF ALL RESPONSES FOR THIS STANDARD (note responses rounded to nearest tenth.)

MEANING OF INTERQUARTILE RANGE



(Note: Fictitious data is being used in this example for purposes of clarity.)

INSTRUCTIONS:

YOU ARE REQUESTED TO RATE THE IMPORTANCE OF EACH OF THE FOLLOWING OVERALL EVALUATIVE STANDARDS TO EACH OF THE MAJOR CATEGORIES OF EVALUATIVE CRITERIA. PLEASE USE THE CODED RATING SCALE RANGING FROM *1 = Very Unimportant* TO *6 = Very Important*.

EXAMPLE:

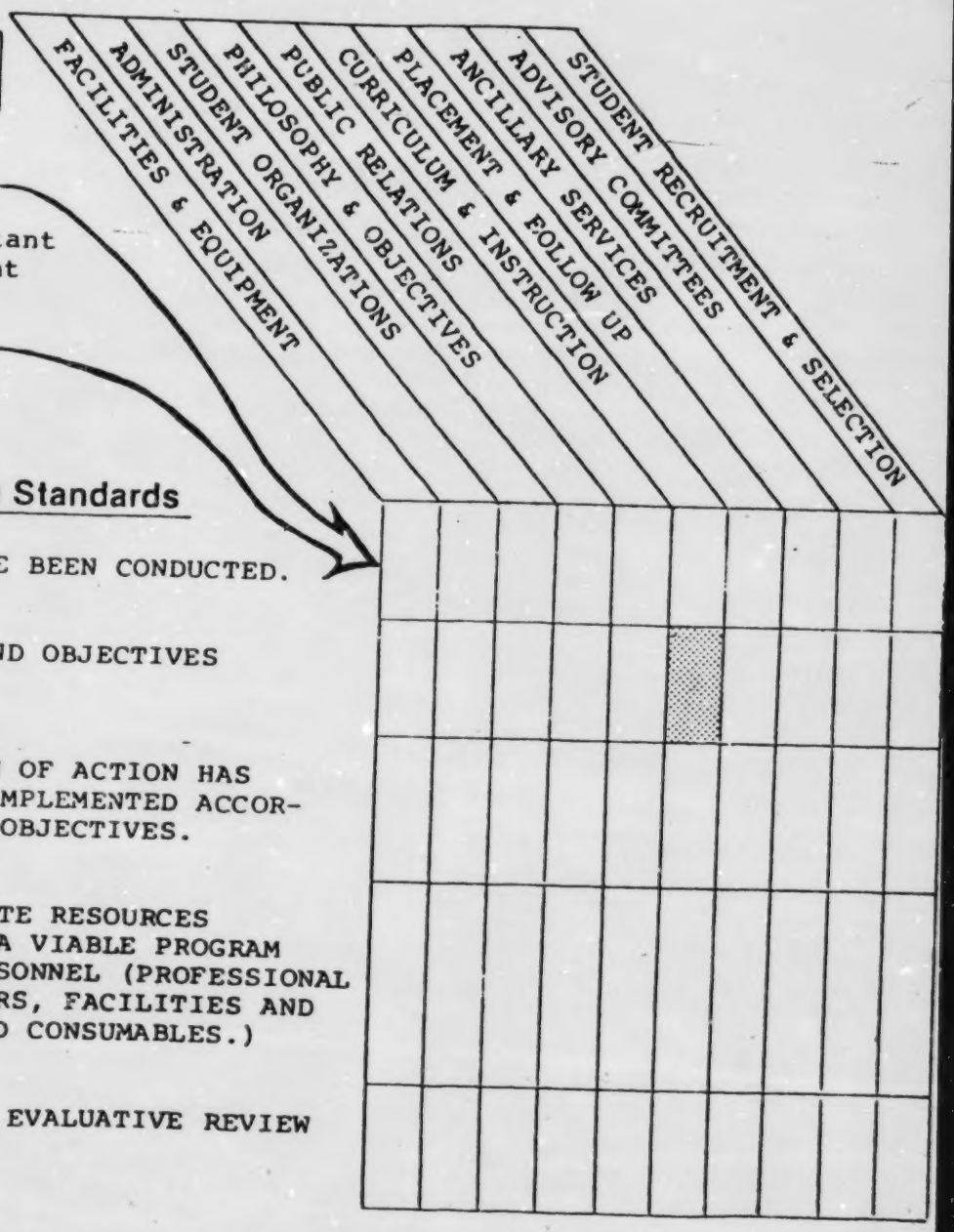
IF YOU FEEL THAT A *Statement of Goals and Objectives* IS *Very Important* TO *Curriculum and Instruction*, YOU SHOULD PLACE A 6 IN THE CELL WHERE THE TWO STATEMENTS INTERSECT (i.e. IN THE SHADED CELL). IF, HOWEVER, YOU FEEL THAT A *Statement of Goals and Objectives* IS ONLY *Somewhat Important* TO *Placement and Follow Up*, YOU WOULD PLACE A 4 IN THE CELL JUST TO THE RIGHT OF THE SHADED CELL.

Major Categories of Evaluative Criteria

INSERT ONE OF THESE RATINGS IN EACH CELL

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

Overall Evaluative Standards


FACILITIES & EQUIPMENT
ADMINISTRATION
STUDENT ORGANIZATIONS
PHILOSOPHY & OBJECTIVES
PUBLIC RELATIONS
CURRICULUM & INSTRUCTION
PLACEMENT & FOLLOW UP
ANCILLARY SERVICES
ADVISORY COMMITTEES
STUDENT RECRUITMENT & SELECTION
NEEDS ASSESSMENTS HAVE BEEN CONDUCTED.
STATEMENTS OF GOALS AND OBJECTIVES HAVE BEEN DEVELOPED.
A PROGRAM OF WORK/PLAN OF ACTION HAS BEEN ESTABLISHED AND IMPLEMENTED ACCORDING TO THE GOALS AND OBJECTIVES.
ADEQUATE AND APPROPRIATE RESOURCES NECESSARY TO MAINTAIN A VIABLE PROGRAM ARE PROVIDED (I.E. PERSONNEL (PROFESSIONAL AND SUPPORTIVE), DOLLARS, FACILITIES AND EQUIPMENT, SUPPLIES AND CONSUMABLES.)
A COMPREHENSIVE ANNUAL EVALUATIVE REVIEW IS CONDUCTED.

PLEASE CHECK TO INSURE YOU HAVE MARKED A NUMERICAL RATING IN EACH CELL WITHIN THE GRID.

SECTION B

INSTRUCTIONS:

YOU ARE REQUESTED TO RATE THE IMPORTANCE OF EACH OF THE FOLLOWING EVALUATIVE STANDARD STATEMENTS *WITHIN* EACH MAJOR CATEGORY OF EVALUATIVE CRITERIA. PLEASE USE THE CODED RATING SCALE RANGING FROM *1 = VERY UNIMPORTANT TO 6 = VERY IMPORTANT.*

EXAMPLE: IF YOU FEEL THAT THE STANDARD, *NECESSARY RECORDS ARE MAINTAINED ON EACH STUDENT* IS ONLY SOMEWHAT IMPORTANT TO THE MAJOR CATEGORY OF *PLACEMENT AND FOLLOW UP*, CIRCLE THE *4* TO THE RIGHT OF THE STANDARD STATEMENT.

SPACE IS PROVIDED BENEATH EACH STANDARD STATEMENT FOR ANY COMMENT YOU WISH TO MAKE TO CLARIFY YOUR RATING.

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

Placement and Follow Up

	IMPORTANCE					
	LEAST					MOST
RECORDS (GRADE, PERFORMANCE, PLACEMENT) ARE MAINTAINED ON EACH STUDENT ENROLLED.	1	2	3	4	5	6
COMMENTS: _____						
PLACEMENT AND FOLLOW UP OPERATIONS ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES.	1	2	3	4	5	6
COMMENTS: _____						
RECORDS ARE MAINTAINED ON EACH STUDENT CONCERNING JOB PLACEMENTS, UNSUCCESSFUL PLACEMENTS, FOLLOW UP ACTIVITIES, OR WITHDRAWALS.	1	2	3	4	5	6
COMMENTS: _____						
COMPREHENSIVE FOLLOW UP EVALUATIONS OF EACH STUDENT ARE CONDUCTED.	1	2	3	4	5	6
COMMENTS: _____						
VOCATIONAL INSTRUCTIONAL PERSONNEL ARE PROVIDED CURRENT PROJECTIONS OF TRENDS AND CHANGES IN EMPLOYMENT REQUIREMENTS PERTAINING TO THEIR PROGRAMS.	1	2	3	4	5	6
COMMENTS: _____						
RESPONSIBILITY FOR PLACEMENT OF VOCATIONAL STUDENTS, UPON EXIT AND/OR GRADUATION, IS ASSUMED BY COUNSELORS, INSTRUCTIONAL STAFF, AND ADMINISTRATION.	1	2	3	4	5	6
COMMENTS: _____						

Ancillary Services

(Custodians, Maintenance, and Other Support Services Personnel)

IMPORTANCE

	LEAST					MOST
NEEDS ASSESSMENT DATA ARE USED TO GUIDE PURCHASE OF EQUIPMENT, TOOLS, AND MODIFICATION OF FACILITIES IN ORDER TO MEET GOALS AND OBJECTIVES. COMMENTS: _____	1	2	3	4	5	6
PROGRAMS ARE SUPPORTED BY CURRICULUM DEVELOPMENT, GUIDANCE, COUNSELING, TESTING, DIAGNOSTIC, AND TUTORIAL PERSONNEL AND SUPPORT SERVICES TO ENCOURAGE THE PARTICIPATION OF ALL TARGETED POPULATIONS. COMMENTS: _____	1	2	3	4	5	6

Public Relations

PUBLIC RELATIONS ACTIVITIES ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND COMPLETION OF PRESCRIBED GOALS AND OBJECTIVES. COMMENTS: _____	1	2	3	4	5	6

Curriculum and Instruction

A REVIEW OF THE INSTITUTION'S CURRICULUM IS CONDUCTED ON AN ANNUAL BASIS. COMMENTS: _____	1	2	3	4	5	6
RESULTS OF CURRENT AND APPROPRIATE NEEDS ASSESSMENT ARE AVAILABLE AND SERVE AS THE BASIS FOR DETERMINING PROGRAM COMPONENTS. COMMENTS: _____	1	2	3	4	5	6
A REVIEW OF EACH PROGRAM'S INSTRUCTIONAL PROCESS IS CONDUCTED ON AN ANNUAL BASIS. COMMENTS: _____	1	2	3	4	5	6
STATEMENT OF GOALS AND OBJECTIVES HAVE BEEN DEVELOPED FOR EACH PROGRAM'S CURRICULUM. COMMENTS: _____	1	2	3	4	5	6
THE CURRICULA AND INSTRUCTION ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES. COMMENTS: _____	1	2	3	4	5	6

Student Recruitment and Selection

IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)

SPECIAL NEEDS POPULATIONS ARE USING THE RESOURCES PROVIDED THEM.
COMMENTS: _____ 1 2 3 4 5 6

STUDENT RECRUITMENT AND SELECTION ACTIVITIES ARE CONDUCTED ON A CONTINUOUS BASIS.
COMMENTS: _____ 1 2 3 4 5 6

ENTRANCE REQUIREMENTS FOR EACH PROGRAM AREA HAVE BEEN IDENTIFIED.
COMMENTS: _____ 1 2 3 4 5 6

School/Student Organizations

STUDENTS ARE ACTIVELY INVOLVED IN STUDENT ORGANIZATIONS.
COMMENTS: _____ 1 2 3 4 5 6

PROGRAM-RELATED/SCHOOL-RELATED STUDENT ORGANIZATIONS MAINTAIN APPROPRIATE RECORDS.
COMMENTS: _____ 1 2 3 4 5 6

Philosophy and Objectives

INSTITUTIONAL PHILOSOPHY, PROGRAM GOALS, AND OBJECTIVES ARE CONSISTENT WITH: COMMUNITY AND CLIENTELE PERSPECTIVES, LABOR MARKET TRENDS, AND WITH LEGISLATIVE REGULATIONS.
COMMENTS: _____ 1 2 3 4 5 6

Administration

LOCAL EDUCATION AGENCIES HAVE ACQUIRED THE NECESSARY INFORMATION AND HAVE TAKEN NECESSARY STEPS TO BE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS REGARDING THE OVERALL PROGRAM.
COMMENTS: _____ 1 2 3 4 5 6

LOCAL ENROLLMENT TRENDS HAVE BEEN FORECAST.
COMMENTS: _____ 1 2 3 4 5 6

	IMPORTANCE					
	LEAST					MOST
AN ASSESSMENT OF THE ADMINISTRATION'S MANAGEMENT SYSTEM IS CONDUCTED ON AN ANNUAL BASIS. COMMENTS: _____	1	2	3	4	5	6
ADMINISTRATION IS SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND COMPLETION OF PRESENTED GOALS AND OBJECTIVES IN RELATION TO: A) STAFF PERSONNEL, B) FACILITIES, C) BUDGETS, D) PLANNING, E) PROFESSIONAL GROWTH. COMMENTS: _____	1	2	3	4	5	6

Facilities and Equipment

IN TERMS OF SPACE UTILIZATION, EQUIPMENT UTILIZATION, CONSUMABLE USAGE, AND EVALUATION PROCEDURES, THE FACILITIES AND EQUIPMENT ENABLE ACHIEVEMENT OF IDENTIFIED PROGRAM GOALS AND OBJECTIVES IN AN EFFICIENT MANNER. COMMENTS: _____	1	2	3	4	5	6
A PLAN FOR SECURING AND REPLACING NEEDED FACILITIES AND EQUIPMENT HAS BEEN FORMULATED FOR ADMINISTRATIVE, INSTRUCTIONAL, STUDENT, COUNSELING, AND CUSTODIAL/ MAINTENANCE PROGRAMS. COMMENTS: _____	1	2	3	4	5	6

Advisory Committee

GUIDELINES, POLICIES, AND PROCEDURES HAVE BEEN ESTABLISHED FOR THE OPERATION AND MAINTENANCE OF ALL ADVISORY COMMITTEES. COMMENTS: _____	1	2	3	4	5	6
ADVISORY COMMITTEES ARE COMPOSED OF PERSONS REPRESENTING OCCUPATIONAL AREAS RELATED TO THE VOCATIONAL PROGRAM, REPRESENTATIVES OF SPECIAL TARGET GROUPS, AND PERSONS REPRESENTING MINORITY GROUPS AND BOTH SEXES. COMMENTS: _____	1	2	3	4	5	6
PUBLIC AND STAFF DEMONSTRATE INTEREST, AND PARTICIPATE IN ADVISORY COMMITTEE ACTIVITIES. COMMENTS: _____	1	2	3	4	5	6

IMPORTANCE

LEAST 1 2 3 4 5 6 MOST

LOCAL EDUCATION AGENCIES HAVE ACQUIRED THE NECESSARY INFORMATION AND HAVE TAKEN NECESSARY STEPS TO BE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS REGARDING THE ESTABLISHMENT AND MAINTENANCE OF GENERAL AND PROGRAM COMMITTEES. 1 2 3 4 5 6
COMMENTS: _____

ALL (GENERAL AND PROGRAM) SPECIFIC COMMITTEE RECOMMENDATIONS ARE REVIEWED BY APPROPRIATE PROFESSIONAL STAFF AND APPROPRIATE ACTION IS TAKEN. 1 2 3 4 5 6
COMMENTS: _____

EACH ADVISORY COMMITTEE PREPARES AND APPROPRIATELY DISSEMINATES A COMPREHENSIVE ANNUAL REPORT. 1 2 3 4 5 6
COMMENTS: _____

Efficiency and Effectiveness

COSTS PER PLACEMENT FALL WITHIN ACCEPTABLE LIMITS. 1 2 3 4 5 6
COMMENTS: _____

OVERALL COSTS FOR FACILITIES AND EQUIPMENT/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS. 1 2 3 4 5 6
COMMENTS: _____

TOTAL ADMINISTRATIVE COSTS/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS. 1 2 3 4 5 6
COMMENTS: _____

TOTAL INSTRUCTION COSTS/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS. 1 2 3 4 5 6
COMMENTS: _____

TOTAL COSTS OF ANCILLARY SERVICES/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS. 1 2 3 4 5 6
COMMENTS: _____

TOTAL COSTS OF PLACEMENT AND FOLLOW UP/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS. 1 2 3 4 5 6
COMMENTS: _____

	IMPORTANCE					
	LEAST					MOST
STUDENTS ARE PLACED IN JOBS FOR WHICH THEY ARE TRAINED. COMMENTS: _____	1	2	3	4	5	6
STUDENTS ARE PLACED IN JOBS RELATED TO THEIR PREPARATORY CURRICULUM. COMMENTS: _____	1	2	3	4	5	6
PROGRAMS CONTRIBUTE TO THE JOB ADVANCEMENT AND/OR DEVELOPMENT, REFINEMENT, OR UPGRADING OF SKILLS. COMMENTS: _____	1	2	3	4	5	6
STUDENTS ARE PLACED IN ADVANCED RELATED EDUCATIONAL PROGRAMS. COMMENTS: _____	1	2	3	4	5	6

INSTRUCTIONS:

You are requested to rate the following major categories of evaluative criteria as to their relative importance to the overall institutional evaluation process. Please use the coded ratings scale ranging from *1 = Very Unimportant to 6 = Very Important.*

EXAMPLE: If you feel that an evaluation of *facilities and equipment* is only *somewhat important* to the overall institutional evaluation process, you would circle the *4* to the right of the statement.

Space is provided beneath each major category of evaluative criteria for any comment you wish to make to clarify your rating.

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

	Importance (Least → Most)
Facilities and Equipment Comments: _____	1 2 3 4 5 6
Adminsitration Comments: _____	1 2 3 4 5 6
Advisory Committees Comments: _____	1 2 3 4 5 6
Student Organizations Comments: _____	1 2 3 4 5 6
Philosophy and Objectives Comments: _____	1 2 3 4 5 6
Public Relations Comments: _____	1 2 3 4 5 6
Curriculum and Instruction Comments: _____	1 2 3 4 5 6
Placement and Follow Up Comments: _____	1 2 3 4 5 6
Ancillary Services Comments: _____	1 2 3 4 5 6
Student Recruitment and Selection Comments: _____	1 2 3 4 5 6
Efficiency and Effectiveness Comments:	1 2 3 4 5 6

We sincerely appreciate your expeditious and thoughful response to the first Delphi round, and we look forward to the same in this second round.

Enclosed is the instrument being used to secure second round reactions. This instrument is the same one that you have previoulsy returned to us as the first round except for four (4) additions:

1. MEANS: All first round rankings for each standard statement were averaged. This mean score is printed to the right of the 1 to 6 scale for each standard.

2. RANGE: The interquartile range for each standard statement is shown by the brackets around the numbers on the response scale. THESE BRACKETS INDICATE THAT AREA WHERE 50% OF THE RESPONSES FALL FOR THAT STATEMENT.

3. STANDARD REVISION: Certain standards have been revised according to your first round input. Standards receiving only minor sentence revision were corrected in pen, while those needing to be completely rewritten were typed on separate slips of paper and taped over the original standard. The original standard can still be read for comparison. ALL NEW STANDARDS DEVELOPED AS A RESULT OF YOUR INPUT ARE ATTACHED AS THE LAST PAGE OF SECTION B.

4. COMMENTS: All comments pertinent to each standard statement have been compiled in the form of an appendix accompanying this instrument. An asterisk beside a standard statement indicates comments were made for that statement and that they are included in the appendix.

NOTICE: YOUR RESPONSES TO SECTION A HAVE BEEN CONVERTED TO THE SAME FORMAT USED FOR SECTIONS B AND C IN ORDER TO PROVIDE YOU WITH THE COMPARATIVE DATA.

INSTRUCTIONS:

1. Review the responses (averages of standard ratings, range of ratings, and special comments) to the first round of the Delphi. Note how they are provided as per the attached example.

2. Then based upon this information we would again like for you to react to each standard statement. You may let your previous response remain the same, or you may change your answer in the direction of the convergence or away from the convergence. If your second response is outside the interquartile range that we reported, please indicate the reasons supporting your decision in the space provided under each standard.
PLEASE USE A CHECK (✓) TO INDICATE YOUR RESPONSE ON THIS ROUND.

Again, we appreciate your continued response to thses Delphi instruments. We know this effort takes time away from your already busy schedule. We are also aware of how valuable you input is to the final product of this project.

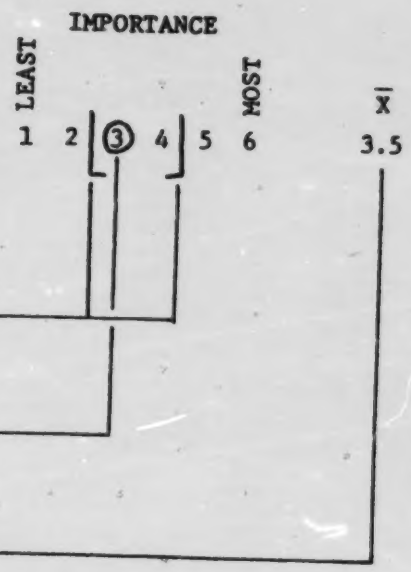
PLEASE REACT AND RETURN AT YOUR EARLIEST CONVENIENCE ! ! !

IF YOU HAVE ANY QUESTIONS, PLEASE CALL A/C 314 - 882 - 6058

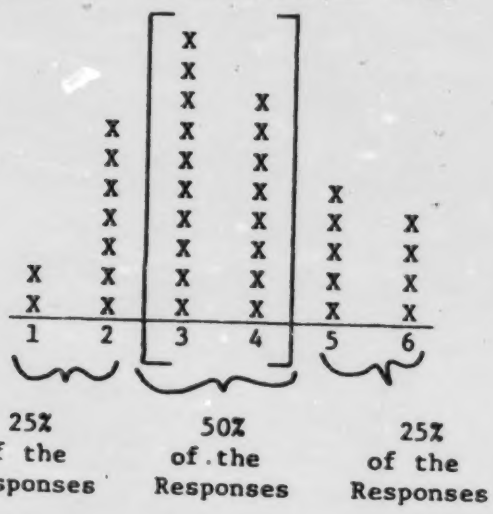
EXAMPLE OF HOW THE RESPONSES, MEANS, AND INTERQUARTILE RANGES ARE BEING REPORTED

PLACEMENT AND FOLLOW-UP STANDARD STATEMENT:

Placement and follow-up operations are successful in terms of resource utilization and achievement of planned goals and objectives.


IMPORTANCE
LEAST
MOST
1 2 3 4 5 6
$\bar{X}$
3.5
INTERQUARTILE RANGE (note responses rounded to nearest quarter.)
YOUR ORIGINAL RESPONSE
THE AVERAGE OF ALL RESPONSES FOR THIS STANDARD (note responses rounded to nearest tenth.)

MEANING OF INTERQUARTILE RANGE



(Note: Fictitious data is being used in this example for purposes of clarity.)

SECTION A

FACILITIES & EQUIPMENT

	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)
Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

ADMINISTRATION

Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

STUDENT ORGANIZATIONS

	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)
Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

PHILOSOPHY & OBJECTIVES

Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

PUBLIC RELATIONS	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)
Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

CURRICULUM & INSTRUCTION	
Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

PLACEMENT & FOLLOW UP

	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)
Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

ANCILLARY SERVICES

Needs assessments have been conducted. Comments:	1 2 3 4 5 6
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6

ADVISORY COMMITTEES	IMPORTANCE (LEAST → MOST)					
Needs assessments have been conducted. Comments:	1	2	3	4	5	6
Statements of goals and objectives have been developed. Comments:	1	2	3	4	5	6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1	2	3	4	5	6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1	2	3	4	5	6
A comprehensive annual evaluative review is conducted. Comments:	1	2	3	4	5	6

STUDENT RECRUITMENT & SELECTION						
Needs assessments have been conducted. Comments:	1	2	3	4	5	6
Statements of goals and objectives have been developed. Comments:	1	2	3	4	5	6
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1	2	3	4	5	6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1	2	3	4	5	6
A comprehensive annual evaluative review is conducted. Comments:	1	2	3	4	5	6

SECTION B

AS YOU REVIEW THIS YOU WILL NOTE THAT SOME MAJOR CATEGORIES OF EVALUATIVE CRITERIA SEEM TO HAVE ALL STANDARDS (IN PART B) DELETED. THIS IS NOT THE CASE BECAUSE THEY HAVE BEEN REWRITTEN TO BECOME PART OF THE GENERAL OVERALL STANDARDS OF PART A OR HAVE BEEN REPLACED BY A COMPLETELY NEW STANDARD STATEMENT AND SHOWN ON THE SECTION B ATTACHMENT.

PLEASE RESPOND ONLY TO THOSE STANDARD STATEMENTS WHOSE RANKING SCALE HAS NOT BEEN LINED THROUGH.

PLEASE USE A CHECK (✓) TO INDICATE YOUR RESPONSE ON THIS ROUND.

[illegible] PROVIDED BENEATH EACH STANDARD STATEMENT [illegible] TO MAKE TO CLARIFY YOUR RATING.

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

Placement and Follow Up

	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)
RECORDS (GRADE, PERFORMANCE, PLACEMENT) ARE MAINTAINED ON EACH STUDENT ENROLLED. COMMENTS:	1 2 3 4 5 6
PLACEMENT AND FOLLOW UP OPERATIONS ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES. COMMENTS:	1 2 3 4 5 6
RECORDS CONCERNING SUCCESSFUL AND UNSUCCESSFUL JOB PLACEMENTS, FOLLOW-UP ACTIVITIES AND/OR WITHDRAWALS ARE MAINTAINED ON EACH STUDENT. COMMENTS:	1 2 3 4 5 6
STUDENTS ARE SYSTEMATICALLY SURVEYED WITH COMPREHENSIVE FOLLOW UP EVALUATIONS. COMMENTS:	1 2 3 4 5 6
PROGRAM PERSONNEL ARE PROVIDED CURRENT PROJECTIONS OF TRENDS AND CHANGES IN ENTRY-LEVEL EMPLOYMENT AND CONTINUING EDUCATION IN THE OCCUPATION THE PROGRAM IS NOW SERVING. COMMENTS:	1 2 3 4 5 6

Ancillary Services

(Custodians, Maintenance, and Other Support Services Personnel)

IMPORTANCE

LEAST ... MOST

NEEDS ASSESSMENT DATA ARE USED TO GUIDE PURCHASE OF EQUIPMENT, TOOLS, AND MODIFICATION OF FACILITIES IN ORDER TO MEET GOALS AND OBJECTIVES.
COMMENTS: _____

1 2 3 4 5 6

PROGRAMS ARE SUPPORTED BY CURRICULUM DEVELOPMENT, GUIDANCE, COUNSELING, TESTING, DIAGNOSTIC, AND TUTORIAL PERSONNEL AND SUPPORT SERVICES TO ENCOURAGE THE PARTICIPATION OF ALL TARGETED POPULATIONS.
COMMENTS: _____

1 2 3 4 5 6

Public Relations

PUBLIC RELATIONS ACTIVITIES ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND COMPLETION OF PRESCRIBED GOALS AND OBJECTIVES.
COMMENTS: _____

1 2 3 4 [5] 6 $\bar{X}$ 5.3

Curriculum and Instruction

AN INSTITUTIONAL PROGRAM HAS BEEN ESTABLISHED TO IMPLEMENT THE GOALS AND OBJECTIVES.
COMMENTS: _____

1 3 4 5 6

AVAILABLE AND SERVE AS THE BASIS FOR DETERMINING PROGRAM COMPONENTS.
COMMENTS: _____

1 3 4 5 6

A REVIEW OF EACH PROGRAM'S INSTRUCTIONAL PROCESS IS CONDUCTED ON AN ANNUAL BASIS.
COMMENTS: _____

1 2 3 4 [5] 6 $\bar{X}$ 5.0

STATEMENT OF GOALS AND OBJECTIVES HAVE BEEN DEVELOPED FOR EACH PROGRAM'S CURRICULUM.
COMMENTS: _____

1 2 3 4 5 6

THE CURRICULA AND INSTRUCTION ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES.
COMMENTS: _____

1 2 3 4 5 [6] $\bar{X}$ 5.5

Student Recruitment and Selection

IMPORTANCE

LEAST ... MOST

SPECIAL NEEDS POPULATIONS ARE USING THE RESOURCES PROVIDED THEM.
COMMENTS: _____ 1 2 3 4 5 6 $\bar{x}$ 4.8

STUDENT RECRUITMENT AND SELECTION ACTIVITIES ARE CONDUCTED ON A CONTINUOUS BASIS.
COMMENTS: _____ 1 2 3 4 5 6

ENTRANCE REQUIREMENTS FOR EACH PROGRAM AREA HAVE BEEN IDENTIFIED.
COMMENTS: _____ 1 2 3 4 5 6

School/Student Organizations

STUDENTS ARE ACTIVELY INVOLVED IN STUDENT ORGANIZATIONS.
COMMENTS: _____ 1 2 3 4 5 6 $\bar{x}$ 4.6

PROGRAM-RELATED/SCHOOL-RELATED STUDENT ORGANIZATIONS MAINTAIN APPROPRIATE RECORDS.
COMMENTS: _____ 1 2 3 4 5 6 $\bar{x}$ 4.5

Philosophy and Objectives

INSTITUTIONAL PHILOSOPHY, PROGRAM GOALS, AND OBJECTIVES ARE CONSISTENT WITH: COMMUNITY AND CLIENTELE PERSPECTIVES, LABOR MARKET TRENDS, AND WITH LEGISLATIVE REGULATIONS.
COMMENTS: _____ 1 2 3 4 5 6

Administration

LOCAL EDUCATION AGENCIES HAVE ACQUIRED THE NECESSARY INFORMATION AND HAVE TAKEN NECESSARY STEPS TO BE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS REGARDING THE OVERALL PROGRAM.
COMMENTS: _____ 1 2 3 4 5 6

LOCAL ENROLLMENT TRENDS HAVE BEEN FORECAST.
COMMENTS: _____ 1 2 3 4 5 6

IMPORTANCE

LEAST ... MOST

AN ASSESSMENT OF THE ADMINISTRATION'S MANAGEMENT SYSTEM IS CONDUCTED ON AN ANNUAL BASIS.
COMMENTS: _____ 1 2 3 4 5 6

ADMINISTRATION IS SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND COMPLETION OF PRESENTED GOALS AND OBJECTIVES IN RELATION TO: A) STAFF PERSONNEL, B) FACILITIES, C) BUDGETS, D) PLANNING, E) PROFESSIONAL GROWTH.
COMMENTS: _____ 1 2 3 4 5 [6] 5.6 (X)

Facilities and Equipment

IN TERMS OF SPACE UTILIZATION, EQUIPMENT UTILIZATION, CONSUMABLE USAGE, AND EVALUATION PROCEDURES, THE FACILITIES AND EQUIPMENT ENABLE ACHIEVEMENT OF IDENTIFIED PROGRAM GOALS AND OBJECTIVES IN AN EFFICIENT MANNER.
COMMENTS: _____ 1 2 3 4 5 6

A PLAN FOR SECURING AND REPLACING NEEDED FACILITIES AND EQUIPMENT HAS BEEN FORMULATED FOR ADMINISTRATIVE, INSTRUCTIONAL, STUDENT, COUNSELING, AND CUSTODIAL/MAINTENANCE PROGRAMS.
COMMENTS: _____ 1 2 3 4 5 6

Advisory Committee

EACH ADVISORY COMMITTEE PREPARES APPROPRIATE DOCUMENTATION.
COMMENTS: _____ 1 2 3 4 5 6

ADVISORY COMMITTEES ARE COMPOSED OF PERSONS REPRESENTING OCCUPATIONAL AREAS RELATED TO THE VOCATIONAL PROGRAM, REPRESENTATIVES OF SPECIAL TARGET GROUPS, AND PERSONS REPRESENTING MINORITY GROUPS AND BOTH SEXES.
COMMENTS: _____ 1 2 3 4 5 6

PUBLIC AND STAFF DEMONSTRATE INTEREST, AND PARTICIPATE IN ADVISORY COMMITTEE ACTIVITIES.
COMMENTS: _____ 1 2 3 4 5 6

IMPORTANCE

LEAST ... MOST

LOCAL EDUCATION AGENCIES HAVE ACQUIRED THE NECESSARY INFORMATION AND HAVE TAKEN NECESSARY STEPS TO BE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS REGARDING THE ESTABLISHMENT AND MAINTENANCE OF GENERAL AND PROGRAM COMMITTEES.
COMMENTS: _____ 1 2 3 4 5 6

ALL (GENERAL AND PROGRAM) SPECIFIC COMMITTEE RECOMMENDATIONS ARE REVIEWED BY APPROPRIATE PROFESSIONAL STAFF AND APPROPRIATE ACTION IS TAKEN.
COMMENTS: _____ 1 2 3 4 5 6

EACH ADVISORY COMMITTEE PREPARES AND APPROPRIATELY DISSEMINATES A COMPREHENSIVE ANNUAL REPORT.
COMMENTS: _____ 1 2 3 4 5 6

Efficiency and Effectiveness

COSTS PER PLACEMENT FALL WITHIN ACCEPTABLE LIMITS.
COMMENTS: _____ 1 2 3 4 5 6

OVERALL COSTS FOR FACILITIES AND EQUIPMENT/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS.
COMMENTS: _____ 1 2 3 4 5 6

TOTAL ADMINISTRATIVE COSTS/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS.
COMMENTS: _____ 1 2 3 4 5 6

TOTAL INSTRUCTION COSTS/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS.
COMMENTS: _____ 1 2 3 4 5 6

TOTAL COSTS OF ANCILLARY SERVICES/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS.
COMMENTS: _____ 1 2 3 4 5 6

TOTAL COSTS OF PLACEMENT AND FOLLOW UP/PER PROGRAM/PER GRADUATE PLACED FALL WITHIN ACCEPTABLE RATIOS.
COMMENTS: _____ 1 2 3 4 5 6

IMPORTANCE

LEAST ... MOST

STUDENTS ARE PLACED IN JOBS POR WHICH THEY ARE TRAINED. 1 2 3 4 5 6
COMMENTS: _____

_____

STUDENTS ARE PLACED IN JOBS RELATED TO THEIR PREPARATORY CURRICULUM. 1 2 3 4 5 6
COMMENTS: _____

_____

PROGRAMS CONTRIBUTE TO THE JOB ADVANCEMENT AND/OR DEVELOPMENT, REFINEMENT, OR UPGRADING OF SKILLS. 1 2 3 4 5 6
COMMENTS: _____

_____

STUDENTS ARE PLACED IN ADVANCED RELATED EDUCATIONAL PROGRAMS. 1 2 3 4 5 6
COMMENTS: _____

_____

INSTRUCTIONS:

The standard statements listed below are NEW standards that were developed as a result of the input from all the first round Delphi responses. Please rate these new standards in the same manner as in the first Delphi round, using the coded rating scale provided. Space is provided for any comments you may wish to make.

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

	Importance (Least → Most)
ADVISORY COMMITTEE	
ADVISORY COMMITTEES CONTRIBUTE TO THE OPERATION OF THE INSTITUTION Comments:	1 2 3 4 5 6
FACILITIES AND EQUIPMENT	
THE FACILITIES AND EQUIPMENT ENABLE ACHIEVEMENT OF IDENTIFIED PROGRAM GOALS AND OBJECTIVES IN AN EFFICIENT MANNER. Comments:	1 2 3 4 5 6
ADMINISTRATION	
THE ADMINISTRATIVE PROCESS RESULTS IN OUTPUTS THAT FACILITATE ACHIEVEMENT OF INSTITUTIONAL GOALS. Comments:	1 2 3 4 5 6
CURRICULUM AND INSTRUCTION	
LOCAL ENROLLMENT TRENDS HAVE BEEN PROJECTED. (Moved from ADM.) Comments:	1 2 3 4 5 6
THE CURRICULUM AND INSTRUCTION PROCESS RESULTS IN OUTPUTS THAT FACILITATES ACHIEVEMENT OF EACH STUDENT'S GOALS AND OBJECTIVES. Comments:	1 2 3 4 5 6
PUBLIC RELATIONS	
PUBLIC RELATIONS ACTIVITIES CULMINATE IN TANGIBLE PRODUCTS. Comments:	1 2 3 4 5 6
ANCILLARY SERVICES	
EACH ANCILLARY SERVICE IS SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES. Comments:	1 2 3 4 5 6

EFFICIENCY AND EFFECTIVENESS	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)
A. Costs per placement falls within acceptable limits.	1 2 3 4 5 6
Comments: _____	
B. Facilities and equipment costs per placement fall within acceptable limits.	1 2 3 4 5 6
Comments: _____	
C. Administrative costs per placement fall within acceptable limits.	1 2 3 4 5 6
Comments: _____	
D. Instructional costs per placement fall within acceptable limits.	1 2 3 4 5 6
Comments: _____	
E. The costs of ancillary services per placement fall within acceptable limits.	1 2 3 4 5 6
Comments: _____	
F. The recruitment and selection costs per placement fall within acceptable limits.	1 2 3 4 5 6
Comments: _____	
G. The costs of placement and follow up per placement fall within acceptable limits.	1 2 3 4 5 6
Comments: _____	
H. Students are placed in jobs for which they were directly trained.	1 2 3 4 5 6
Comments: _____	
I. Students are placed in jobs related to their preparatory curriculum.	1 2 3 4 5 6
Comments: _____	

EFFICIENCY AND EFFECTIVENESS
(cont'd)

		LEAST IMPORTANCE MOST					
J.	Programs contribute to students' job advancement and/or the development, refinement, or upgrading of skills.	1	2	3	4	5	6
	Comments: _____						
	_____						
K.	Students are placed in advanced educational programs related to their vocational training.	1	2	3	4	5	6
	Comments: _____						
	_____						

INSTRUCTIONS:

You are requested to rate the following major categories of evaluative criteria as to their relative importance to the overall institutional evaluation process. Please use the coded ratings scale ranging from *1 = Very Unimportant to 6 = Very Important.*

EXAMPLE: If you feel that an evaluation of *facilities and equipment* is only *somewhat important* to the overall institutional evaluation process, you would circle the 4 to the right of the statement.

Space is provided beneath each major category of evaluative criteria for any comment you wish to make to clarify your rating.

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

	Importance (Least → Most)	$\bar{x}$
Facilities and Equipment Comments: _____	1 2 3 4 | 5 | 6	5.1
Adminsitration Comments: _____	1 2 3 4 | 5 | 6	5.5
Advisory Committees Comments: _____	1 2 3 | 4 | 5 | 6	4.8
Student Organizations Comments: _____	1 2 3 | 4 | 5 | 6	4.5
Philosophy and Objectives Comments: _____	1 2 3 4 | 5 | 6	5.4
Public Relations Comments: _____	1 2 3 4 | 5 | 6	5.1
Curriculum and Instruction Comments: _____	1 2 3 4 5 | 6 |	5.9
Placement and Follow Up Comments: _____	1 2 3 4 5 | 6 |	5.6
Ancillary Services Comments: _____	1 2 3 | 4 | 5 | 6	4.7
Student Recruitment and Selection Comments: _____	1 2 3 4 | 5 6 |	5.3
Efficiency and Effectiveness Comments: _____	1 2 3 4 | 5 | 6	5.6

SECTION A

FACILITIES & EQUIPMENT

Standard: Needs assessments have been conducted.

Comments: I am not a strong supporter of most of the needs assessments I have observed.

I feel most competent educators know what the needs are.

Standard: A program of work/plan of action has been established and implemented according to the goals and objectives.

Comments: Consider this to be of paramount importance.

If this refers to amortizing machinery and buildings, I would raise the answer to 5--is this a program of work?

Standard: A comprehensive annual evaluative review is conducted.

Comments: I feel strongly that an annual report on conditions of facilities should be given after an annual evaluation.

Annual is too often for a comprehensive review.

This is important, but is conducted by our District Center and our involvement is minimal.

Some sort of evaluation needs to be done. However, comprehensive may be too strong.

I feel this is very important.

Need not be as comprehensive as curriculum evaluation. With Facilities and Equipment, you know on an ongoing basis what the condition is, tangible evidence--not so with instruction and curriculum.

Must be current on needs and progress.

There is no way to plan for future until you are sure of where you have been.

Annual?

SECTION A

ADMINISTRATION

Standard: Needs assessments have been conducted.

Comments: This is a must before program planning can begin.

I was swayed upward by the others. This is necessary only on a periodical basis.

Standard: Statements of goals and objectives have been developed.

Comments: I really think this takes care of the preceding standard.

Developed goals are no good unless they are followed.

Standard: A comprehensive annual evaluative review is conducted.

Comments: Annual is too often.

Determine where we are and if progress was made.

Again, the comprehensive review is needed for future planning.

Needed for administrative action and planning.

If this would be done, the other standards would fall into place.

STUDENT ORGANIZATIONS

Standard: Statements of goals and objectives have been developed.

Comments: Not a strong supporter of highly organized student organizations.

Needed for development and operation of organizations with relation to all programs.

Standard: A program of work/plan of action has been established and implemented according to the goals and objectives.

Comments: Key to efficient organizational activities.

Not a strong supporter of highly organized student organizations.

Standard: Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables).

Comments: Not a strong supporter of highly organized student organizations.

SECTION A

STUDENT ORGANIZATIONS (cont'd)

Standard: A comprehensive annual evaluative review is conducted.

Comments: Annual is too often.

I strongly believe in an annual review and assessment.

PHILOSOPHY & OBJECTIVES

Standard: Needs assessments have been conducted.

Comments: I don't know that a needs assessment will dictate philosophy.

Different meaning here--i.e. needs for program or for philosophy and objectives.

This is done as part of our master planning process.

Standard: Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables).

Comments: Resources are needed to assist programs in being professional and relevant.

Standard: A comprehensive annual evaluative review is conducted.

Comments: My thinking is that annual is too frequent to do an in-depth evaluation.

PUBLIC RELATIONS

Standard: Needs assessments have been conducted.

Comments: Doesn't fit item as well as some.

Standard: Statements of goals and objectives have been developed.

Comments: Difficult task--if done, needs to be carefully followed.

SECTION A

PUBLIC RELATIONS (cont'd)

Standard: A program of work/plan of action has been established and implemented according to the goals and objectives.

Comments: Difficult task--if done needs to be carefully followed.

Standard: Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables).

Comments: Difficult task--if done needs to be carefully followed.

Our district has an effective PR person.

Standard: A comprehensive annual evaluative review is conducted.

Comments: I feel PR is very important and should be evaluated annually.

We may be becoming too involved in selling programs, schools, clubs, etc. rather than training students.

Too frequent for an in depth review.

Need that annual evaluation.

CURRICULUM & INSTRUCTION

Standard: A comprehensive annual evaluative review is conducted.

Comments: Annual "comprehensive" may be too time consuming.

PLACEMENT & FOLLOW UP

Standard: A comprehensive annual evaluative review is conducted.

Comments: Annual comprehensive may be too time consuming.

Annual is too often.

ANCILLARY SERVICES

Standard: Needs assessments have been conducted.

Comments: We have data which supports our need for ancillary services.

Standard: A comprehensive annual evaluative review is conducted.

Comments: Time factor in question.

ADVISORY COMMITTEES

Standard: Needs assessments have been conducted.

Comments: Needs for advisory committees or needs for advisory committee action?

Does this mean a needs assessment to determine the need for a committee?

Standard: A program of work/plan of action has been established and implemented according to the goals and objectives.

Comments: Very important.

Standard: Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables).

Comments: I feel adequate resources are available for advisory committees.

SECTION B

SCHOOL/STUDENT ORGANIZATIONS

Standard: Students are actively involved in student organizations.

Comments: More need for involvement than ever before...co-curricula organization.

SECTION B ATTACHMENT

ADVISORY COMMITTEE

Standard: Advisory committee contribute to the operation of the institution.

Comments: With regard to guiding advise and informational assistance to students.

"Advisory committees make appropriate recommendations for the operation of the institution."

Operation to me includes policy decisions, etc.

FACILITIES & EQUIPMENT

Standard: The facilities and equipment enable achievement of identified program goals and objectives in an efficient manner.

Comments: How will you measure the efficiency?

ADMINISTRATION

Standard: The administrative process results in outputs that facilitate achievement of institutional goals.

Comments: There are times when other tasks having little bearing on goals may take large amounts of time due to lack of staff or the increasing requirements for accountability.

This must have some specific items to be measured. This is an overall goal.

CURRICULUM AND INSTRUCTION

Standard: Local enrollment trends have been projected. (Moved from ADM.)

Comments: Very important in federal law--could be placed in either category.

Standard: The curriculum and instruction process results in outputs that facilitate achievement of each student's goals and objectives.

Comments: Good goal--hard to be objective in measuring.

PUBLIC RELATIONS

Standard: Public relations activities culminate in tangible products.

Comments: Very important--want to accomplish a goal.

Some activities but not all.

ANCILLARY SERVICES

Standard: Each ancillary service is successful in terms of resource utilization and achievement of planned goals and objectives.

Comments: These services must be listed and evaluated separately.

EFFICIENCY AND EFFECTIVENESS

Standard: Costs per placement falls with acceptable limits.

Comments: Are you going to define "acceptable"?

Depends upon many variable factors in a locality, such as wage rates, building costs, and degree of industrial technological advancement.

Acceptable--set by who?

Have not worked on cost analysis.

EFFICIENCY AND EFFECTIVENESS (cont'd)

Standard: Students are placed in jobs related to their preparatory curriculum.

Comments: Not sure what intended definition of preparatory curriculum if in this instance.

Standard: Programs contribute to students' job advancement and/or the development, refinement, or upgrading of skills.

Comments: This is important but hard to measure--how soon would an advancement be attributable to the training program.

Standard: Students are placed in advanced educational programs related to their vocational training.

Comments: This is important but hard to measure--how soon would an advancement be attributable to the training program.

If needed by the type of job.

More important to be placed in competitive employment if this is the primary goal of Vocational Education.

We sincerely appreciate your expeditious and thoughtful response to the second Delphi round, and we look forward to the same in this third round.

Enclosed is the instrument being used to secure third round reactions. This instrument is the same one that you have previously returned to us as the second round, except for the following additions:

1. MEANS: All second round rankings for each standard statement were averaged. This mean score is printed to the right of the 1 to 6 scale for each standard.

2. RANGE: The interquartile range for each standard statement is shown by the brackets around the numbers on the response scale. THESE BRACKETS INDICATE THAT AREA WHERE 50% OF THE RESPONSES FALL FOR THAT STATEMENT.

3. COMMENTS: All comments pertinent to each standard statement from the second round have been compiled in the form of an appendix accompanying this instrument. An asterisk beside a standard statement indicates comments were made for that statement and that they are included in the appendix.

INSTRUCTIONS:

1. Review the responses (averages of standard ratings, range of ratings, and special comments) to the second round of the Delphi. Note how they are provided as per the attached example.

2. THEN BASED UPON THIS INFORMATION WE WOULD AGAIN LIKE FOR YOU TO REACT TO EACH STANDARD STATEMENT. You may let your previous response remain the same, or you may change your answer in the direction of the convergence or away from the convergence.

PLEASE CIRCLE YOUR RESPONSE TO THIS ROUND.

Again, we appreciate your continued response to these Delphi instruments. We know this effort takes time away from your already busy schedule. We are also aware of how valuable your input is to the final product of this project.

PLEASE REACT AND RETURN AT YOUR EARLIEST CONVENIENCE ! ! !

IF YOU HAVE ANY QUESTIONS, PLEASE CALL 314-882-6058.

SECTION A

FACILITIES & EQUIPMENT

	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)	$\bar{x}$
Needs assessments have been conducted. Comments:	1 2 3 4 5 6	5.5
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6	4.7
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6	5.1
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6	5.6
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6	4.9

ADMINISTRATION

		$\bar{x}$
Needs assessments have been conducted. Comments:	1 2 3 4 5 6	5.1
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6	5.4
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 6	5.4
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 6	5.4
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 6	5.1

STUDENT ORGANIZATIONS

IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)

		$\bar{X}$
	Needs assessments have been conducted. 1 2 3 | 4 | 5 6 Comments:	4.3
☆	Statements of goals and objectives have been developed. 1 2 3 | 4 5 | 6 Comments:	4.2
☆	A program of work/plan of action has been established and implemented according to the goals and objectives. 1 2 3 | 4 5 | 6 Comments:	4.4
☆	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). 1 2 3 | 4 5 | 6 Comments:	4.1
☆	A comprehensive annual evaluative review is conducted. 1 2 3 | 4 5 | 6 Comments:	4.3

PHILOSOPHY & OBJECTIVES

		$\bar{X}$
☆	Needs assessments have been conducted. 1 2 3 | 4 5 | 6 Comments:	4.9
	Statements of goals and objectives have been developed. 1 2 3 4 5 | 6 | Comments:	5.7
	A program of work/plan of action has been established and implemented according to the goals and objectives. 1 2 3 4 | 5 | Comments:	5.1
☆	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). 1 2 3 | 4 5 | 6 Comments:	4.5
☆	A comprehensive annual evaluative review is conducted. 1 2 3 4 | 5 | Comments:	5.1

PUBLIC RELATIONS

		IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)	$\bar{X}$
7	Needs assessments have been conducted. Comments:	1 2 3 | 4 | 5 | 6	4.6
7	Statements of goals and objectives have been developed. Comments:	1 2 3 4 | 5 | 6	4.7
7	A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 | 5 | 6	5.0
7	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 | 4 | 5 | 6	4.6
7	A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 | 5 | 6	4.9

CURRICULUM & INSTRUCTION

		$\bar{X}$
	Needs assessments have been conducted. Comments:	1 2 3 4 5 | 6 | 5.9
	Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 | 6 | 5.9
	A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 5 | 6 | 5.8
	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 5 | 6 | 5.9
7	A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 | 6 | 5.5

PLACEMENT & FOLLOW UP

	IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)	$\bar{X}$
Needs assessments have been conducted. Comments:	1 2 3 4 |5| 6	5.2
Statements of goals and objectives have been developed. Comments:	1 2 3 4 |5| |6|	5.3
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 |5| 6	5.2
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 |5| 6	5.3
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 5 |6|	5.5

ANCILLARY SERVICES

		$\bar{X}$
Needs assessments have been conducted. Comments:	1 2 3 |4| 5 6	4.4
Statements of goals and objectives have been developed. Comments:	1 2 3 4 5 6	4.5
A program of work/plan of action has been established and implemented according to the goals and objectives. Comments:	1 2 3 4 |5| 6	4.6
Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). Comments:	1 2 3 4 |5| 6	5.1
A comprehensive annual evaluative review is conducted. Comments:	1 2 3 4 |5| 6	4.9

ADVISORY COMMITTEES

IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)

		$\bar{X}$
	Needs assessments have been conducted. 1 2 3 |4 | 6 Comments:	4.4
	Statements of goals and objectives have been developed. 1 2 3 4 |5 |6 Comments:	5.0
	A program of work/plan of action has been established and implemented according to the goals and objectives. 1 2 3 | 5 |6 Comments:	4.7
	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). 1 2 3 |4 5 |6 Comments:	4.5
	A comprehensive annual evaluative review is conducted. 1 2 3 4 |5 |6 Comments:	4.8

STUDENT RECRUITMENT & SELECTION

		$\bar{X}$
	Needs assessments have been conducted. 1 2 3 4 |5 | Comments:	5.2
	Statements of goals and objectives have been developed. 1 2 3 4 5 | | Comments:	5.6
	A program of work/plan of action has been established and implemented according to the goals and objectives. 1 2 3 4 |5 |6 Comments:	5.3
	Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables). 1 2 3 4 |5 |6 Comments:	5.2
	A comprehensive annual evaluative review is conducted. 1 2 3 4 |5 |6 Comments:	5.2

SECTION B

Placement and Follow Up

IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)

RECORDS (GRADE, PERFORMANCE, PLACEMENT) ARE MAINTAINED ON EACH STUDENT ENROLLED.
COMMENTS: _____

_____

PLACEMENT AND FOLLOW OPERATIONS ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES.
COMMENTS: _____

_____

RECORDS CONCERNING SUCCESSFUL AND UNSUCCESSFUL JOB PLACEMENTS, FOLLOW UP ACTIVITIES, AND/OR WITHDRAWALS ARE MAINTAINED ON EACH STUDENT.
COMMENTS: _____

_____

STUDENTS ARE SYSTEMATICALLY SURVEYED WITH COMPREHENSIVE FOLLOW UP EVALUATIONS.
COMMENTS: _____

_____

PROGRAM PERSONNEL ARE PROVIDED CURRENT PROJECTIONS OF TRENDS AND CHANGES IN ENTRY-LEVEL EMPLOYMENT AND CONTINUING EDUCATION IN THE OCCUPATION THE PROGRAM IS NOW SERVING.
COMMENTS: _____

_____

Ancillary Services

(Guidance, Custodians, Maintenance, and Other Support Services Personnel)

EACH ANCILLARY SERVICE IS SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES.
COMMENTS: _____

_____

Public Relations

PUBLIC RELATIONS ACTIVITIES ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND COMPLETION OF PRESCRIBED GOALS AND OBJECTIVES.
COMMENTS: _____

IMPORTANCE

LEAST MOST

PUBLIC RELATIONS ACTIVITIES CULMINATE IN TANGIBLE PRODUCTS.
COMMENTS: _____

1 2 3 4 | 5 | 6 (5

Curriculum and Instruction

$\bar{X}$

AN INSTITUTIONAL PROGRAM HAS BEEN ESTABLISHED TO IMPLEMENT THE GOALS AND OBJECTIVES.
COMMENTS: _____

1 2 3 4 | 5 | 6 (5

A REVIEW OF EACH PROGRAM'S INSTRUCTIONAL PROCESS IS CONDUCTED ON AN ANNUAL BASIS.
COMMENTS: _____

1 2 3 4 | 5 | 6 | 4

THE CURRICULA AND INSTRUCTION ARE SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND ACHIEVEMENT OF PLANNED GOALS AND OBJECTIVES.
COMMENTS: _____

1 2 3 4 | 5 | 6 (5

LOCAL ENROLLMENT TRENDS HAVE BEEN PROJECTED.
COMMENTS: _____

1 2 3 4 | 5 | 6 (5

THE CURRICULUM AND INSTRUCTION PROCESS RESULTS IN OUTPUTS THAT FACILITATE ACHIEVEMENT OF EACH STUDENT'S GOALS AND OBJECTIVES.
COMMENTS: _____

1 2 3 4 | 5 | 6 (5

Student Recruitment and Selection

$\bar{X}$

SPECIAL NEEDS POPULATIONS ARE USING THE RESOURCES PROVIDED THEM.
COMMENTS: _____

1 2 3 4 | 5 | 6 (4

School/Student Organizations

$\bar{X}$

STUDENTS ARE ACTIVELY INVOLVED IN STUDENT ORGANIZATIONS.
COMMENTS: _____

1 2 3 | 4 5 | 6 (4

PROGRAM-RELATED/SCHOOL-RELATED STUDENT ORGANIZATIONS MAINTAIN APPROPRIATE RECORDS.
COMMENTS: _____

1 2 3 | 4 | 5 | 6 (4

Administration

IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)

ADMINISTRATION IS SUCCESSFUL IN TERMS OF RESOURCE UTILIZATION AND COMPLETION OF PRESENTED GOALS AND OBJECTIVES IN RELATION TO: A) STAFF PERSONNEL, B) FACILITIES, C) BUDGETS, D) PLANNING, E) PROFESSIONAL GROWTH.
COMMENTS: _____ 1 2 3 4 5 | 6 | 5

THE ADMINISTRATIVE PROCESS RESULTS IN OUTPUTS THAT FACILITATE ACHIEVEMENT OF INSTITUTIONAL GOALS.
COMMENTS: _____ 1 2 3 4 | 5 | 6 5

Facilities and Equipment

THE FACILITIES AND EQUIPMENT ENABLE ACHIEVEMENT OF IDENTIFIED PROGRAM GOALS AND OBJECTIVES IN AN EFFICIENT MANNER.
COMMENTS: _____ 1 2 3 4 | 5 | 6 (5.

Advisory Committee

EACH ADVISORY COMMITTEE PREPARES APPROPRIATE DOCUMENTATION.
COMMENTS: _____ 1 2 3 4 | 5 | 5.

ADVISORY COMMITTEES CONTRIBUTE TO THE OPERATION OF THE INSTITUTION.
COMMENTS: _____ 1 2 3 4 | 5 | 6 5.

EFFICIENCY AND EFFECTIVENESS

		IMPORTANCE (LEAST 1 2 3 4 5 6 MOST)	$\bar{X}$
A.	Costs per placement falls within acceptable limits.	1 2 3 4 |5| 6	5.0
	Comments: _____		
B.	Facilities and equipment costs per placement fall within acceptable limits.	1 2 3 |4 5| 6	4.9
	Comments: _____		
C.	Administrative costs per placement fall within acceptable limits.	1 2 3 4 |5| 6	5.0
	Comments: _____		
D.	Instructional costs per placement fall within acceptable limits.	1 2 3 4 |5| 6	5.0
	Comments: _____		
E.	The costs of ancillary services per placement fall within acceptable limits.	1 2 3 4 |5| 6	5.0
	Comments: _____		
F.	The recruitment and selection costs per placement fall within acceptable limits.	1 2 3 4 |5| 6	5.0
	Comments: _____		
G.	The costs of placement and follow up per placement fall within acceptable limits.	1 2 3 4 |5| 6	5.2
	Comments: _____		
H.	Students are placed in jobs for which they were <u>directly</u> trained.	1 2 3 4 |5| 6	5.1
	Comments: _____		
I.	Students are placed in jobs <u>related</u> to their preparatory curriculum.	1 2 3 4 |5| 6	5.2
	Comments: _____		

EFFICIENCY AND EFFECTIVENESS (cont'd)

	LEAST IMPORTANCE MOST						$\bar{X}$
J. Programs contribute to students' job advancement and/or the development, refinement, or upgrading of skills.	1	2	3	4	5	6	5.4
Comments: _____							
K. Students are placed in advanced educational programs related to their vocational training.	1	2	3	4	5	6	4.7
Comments: _____							

SECTION C

INSTRUCTIONS:

You are requested to rate the following major categories of evaluative criteria as to their relative importance to the overall institutional evaluation process. Please use the coded ratings scale ranging from *1 = Very Unimportant to 6 = Very Important.*

EXAMPLE: If you feel that an evaluation of *facilities and equipment* is only *somewhat important* to the overall institutional evaluation process, you would circle the *4* to the right of the statement.

Space is provided beneath each major category of evaluative criteria for any comment you wish to make to clarify your rating.

1 = Very Unimportant
2 = Unimportant
3 = Somewhat Unimportant
4 = Somewhat Important
5 = Important
6 = Very Important

	Importance (Least 1 2 3 4 5 6 Most)	$\bar{X}$
Facilities and Equipment Comments: _____	1 2 3 4 **5** 6	5.1
Adminsitration Comments: _____	1 2 3 4 **5** **6**	5.4
Advisory Committees Comments: _____	1 2 3 **4** 5 6	4.6
Student Organizations Comments: _____	1 2 3 **4** 5 6	4.4
Philosophy and Objectives Comments: _____	1 2 3 4 **5** **6**	5.3
Public Relations Comments: _____	1 2 3 4 **5** 6	5.0
Curriculum and Instruction Comments: _____	1 2 3 4 5 **6**	5.9
Placement and Follow Up Comments: _____	1 2 3 4 5 **6**	5.3
Ancillary Services Comments: _____	1 2 3 4 **5** 6	4.6
Student Recruitment and Selection Comments: _____	1 2 3 4 **5** **6**	5.3
Efficiency and Effectiveness Comments: _____	1 2 3 4 **5** **6**	5.6

PLACEMENT & FOLLOW UP

Question: Records (grade, performance, placement) are maintained on each student enrolled.

Comments: By institution or by placement person? Placement of students or graduates?

This procedure gives one the necessary tools for evaluating the program and student level of achievement. Also determines student's chances for success in chosen vocation.

Need baseline data and data to give to employers.

Should show competencies attained--not just letter or numeric grade.

Need to be standardized and developed to add information from follow-ups.

Question: Placement and follow up operations are successful in terms of resource utilization and achievement of planned goals and objectives.

Comments: "successful in terms of resource utilization" is not clear.

Resources meanign companies who hire and train student employees and maintain them after graduation if possible.

Difficult to plan goals and objectives in this area because of the many variables involved. Student and economic variables-changing labor market-especially in todays rather unstable economic atmosphere.

Follow up results should determine needs. Set goals and objectives.

PUBLIC RELATIONS

Question: Public relations activities are successful in terms of resource utilization and completion of prescribed goals and objectives.

Comments: Extremely difficult to measure public relations activities.

Very important.

Comments: (cont.)

These objectives must fit into overall goals and may be more important one year than another.

Informal PR may be more critical than formal activities.

PR should be an on-going program utilizing any available resources, etc.

STUDENT RECRUITMENT & SELECTION

Question: Special needs populations are using the resources provided them.

Comments: Recruitment efforts are made to contact special needs students.

Let's educate the others, not the "special needs".

Adequate resources must be provided these populations.

Measured by specific objectives.

Hard to do without help from sending schools.

Probably need more resources to do things with. I feel we are makign a good effort in providing vocational education to special needs students.

SCHOOL/STUDENT ORGANIZATIONS

Question: Students are actively involved in studen t organizations.

Comments: Must have a standard as attendance at meetings--bring down to individual student record.

Teachers should integrate youth organization into the program.

Not necessary.

Should be given the opportunity, but not literally forced to join. Should be good enough so that students will want to join. Many factors involved also.

SCHOOL/STUDENT ORGANIZATIONS (cont.)

Question: Program-related/school-related student organizations maintain appropriate records.

Comments: Such as??

Need this to measure active involvement.

Organizations should be utilized as instructional processes and evaluated, altered, and recorded as accurately as all phases of education.

ADMINISTRATION

Question: Administration is successful in terms of resource utilization and completion of presented goals and objectives in relation to: a) staff personnel, b) facilities, c) budgets, d) planning, e) professional growth.

Comments: This is the evaluation standard.

This section seems somewhat limited interms of actual span of responsibility.

f) serving defined populations.

Round #3 Comments

FACILITIES & EQUIPMENT

Standard: A comprehensive annual evaluative review is conducted.

Comments: Not necessarily comprehensive--an annual update should consider progress according to the plan of action equipment purchase plan. This could be done informally with effective results.

ADMINSTRATION

Standard: A program of work/plan of action has been established and implemented according to the goals and objectives.

Comments: Goals and objectives are worthless without implementation in a in a program of work/plan of action.

Standard: A comprehensive annual evaluative review is conducted.

Comments: Comprehensive annual may be too strong.

STUDENT ORGANIZATIONS

Standard: Needs assessments have been conducted.

Comments: How? Vocational organizations are strongly encouraged to mandated by State Department. How therefore can the need be assessed?

Not sure students really know.

Standard: A comprehensive annual evaluative review is conducted.

Comments: Comprehensive annual is too strong.

Evaluation of yearly goals, objectives and accomplishments is very necessary.

PHILOSOPHY & OBJECTIVES

Standard: Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables).

Comments: Resources are available if used.

PUBLIC RELATIONS

Standard: Needs assessments have been conducted.

Comments: I'm not sure how a needs assessment in Public Relations would be conducted--nor am I sure what the assessment would show.

Standard: Statements of goals and objectives have been developed.

Comments: Public relations has become overly involved in selling student participation and community awareness in the club activities rather than the program needs and accomplishments.

Standard: A program of work/plan of action has been established and implemented according to the goals and objectives.

Comments: See Comments above, this page.

Standard: Adequate and appropriate resources necessary to maintain a viable program are provided (i.e. personnel (professional, supportive), dollars, facilities and equipment, supplies and consumables).

Comments: See Comments above, this page.

Standard: A comprehensive annual evaluative review is conducted.

Comments: See Comments above, this page.

CURRICULUM & INSTRUCTION

No Comments

PLACEMENT & FOLLOW-UP

Standard: A comprehensive annual evaluative review is conducted.

Comments: Too strong

ANCILLARY SERVICES

No Comments

ADVISORY COMMITTEES

Standard: Needs assessments have been conducted.

Comments: Why conduct a needs assessment for something that is federally mandated?

STUDENT RECRUITMENT & SELECTION

No Comments

PLACEMENT AND FOLLOW-UP

Standard: Records (Grade, performance, placement) are maintained on each student enrolled.

Comments: How long is "enrolled"? One day? One Semester?

Standard: Students are systematically surveyed with comprehensive follow-up evaluations.

Comments: Within which time lines?

Very important.

ANCILLARY SERVICES

Standard: Each ancillary service is successful in terms of resource utilization and achievement of planned goals and objectives.

Comments: This should be the goal of any service; but is very difficult to measure.

PUBLIC RELATIONS

Standard: Public Relations activities culminate in tangible products.

Comments: Good Goal!

CURRICULUM AND INSTRUCTION

No Comments

STUDENT RECRUITMENT AND SELECTION

Standard: Special needs populations are using the resources provided them.

Comments: Is needed--but are they (special needs students) really using vocational education?

SCHOOL/STUDENT ORGANIZATIONS

No Comments

ADMINISTRATION

No Comments

No Comments

ADVISORY COMMITTEE

Standard: Advisory Committees contribute to the operation of the institution.

Comments: Avoid too much control by advisory committee

If not--do you need them?

Effective use of an advisory committee enhances any program operation.

SECTION B ATTACHMENT

EFFICIENCY AND EFFECTIVENESS (con't)

Standard: Facilities and equipment costs per placement fall within acceptable limits.

Comments: How to figure these costs

Standard: The costs of ancillary services per placement fall within acceptable limits.

Comments: May be difficult to compute comparable costs between schools.

Standard: The recruitment and selection costs per placement fall within acceptable limits.

Comments: May be too expensive to generate cost data for the data received.

Standard: The costs of placement and follow up per placement fall within acceptable limits.

Comments: May be difficult to generate comparable data.

Standard: Students are placed in jobs related to their preparatory curriculum.

Comments: Is essential to place students in job areas they have been trained.

Standard: Programs contribute to students' job advancement and/or the development, refinement, or upgrading of skills.

Comments: How to measure.

ATTACHMENT D

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ATTACHMENT E

REPORTING DOCUMENT FOR INSTRUCTIONAL PROGRAMS

REPORTING DOCUMENT FOR THE INSTITUTION

MISSOURI VOCATIONAL EVALUATION SYSTEM

REPORTING DOCUMENT FOR INSTRUCTIONAL PROGRAMS

1. _____ INSTITUTION 2. _____ CITY

3. _____ DATE 4. _____ LEVEL 5. _____ PROGRAM TITLE AS APPROVED

6. _____ PROGRAM CODE 7. _____ SIGNATURE OF EVALUATION TEAM CAPTAIN 8. _____ SIGNATURE OF SCHOOL ADMINISTRATOR

INSTRUCTIONS

Check the code which best represents the program's level of achievement for each indicator:

NA = NOT APPLICABLE* N = NO EVIDENCE OR NOT DONE S = SATISFACTORY OR ACCEPTABLE E = EXCELLENT

*for each NA, explain reasons on back

NA = NOT APPLICABLE* N = NO EVIDENCE OR NOT DONE S = SATISFACTORY OR ACCEPTABLE E = EXCELLENT

*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
I. Advisory Committee				
A. Needs Assessment				
1. Advisory committee needs assessments have been conducted.				
a. The resource requirements of the identified advisory committee needs have been specified. DATA SOURCE: _____				
b. Students, faculty, administrators, and employers have been involved in the needs assessment process. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Advisory committee objectives, programs of work, and accomplishments are evaluated on an annual basis by students, faculty, administrators, and employers. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Specific short-term and long-term goals and objectives are documented. DATA SOURCE: _____				
b. Goals and objectives for advisory committee reflects the needs assessment outcomes. DATA SOURCE: _____				
c. Explicit written goals and objectives for advisory committees exist. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
I. B. 2. a. A program of work/plan of action has been established and implemented to achieve each goal and objective. DATA SOURCE: _____				
b. Guidelines, policies, and procedures have been established for the operation and maintenance of all general and program advisory committees. DATA SOURCE: _____				
c. Each advisory committee is composed of sufficient representatives to insure efficient operation, responsibility, stability, and continuity. DATA SOURCE: _____				
d. Advisory committees are composed of persons appropriately representing occupational areas related to the vocational program, special targeted groups, and persons representing minority groups and both sexes. DATA SOURCE: _____				
e. Appointments are made to obtain equitable representation of expertise and targeted groups. DATA SOURCE: _____				
C. Process				
1. Advisory committees contribute to the operation of the institution.				
a. The operation of each advisory committee (general, program) is successful in terms of resource utilization. DATA SOURCE: _____				
b. The operation of each advisory committee (general, program) is successful in terms of completion of presented goals and objectives. DATA SOURCE: _____				
c. Members participate regularly and actively in addressing the program of work. DATA SOURCE: _____				
d. Initiatives for new thrusts come from lay, professional, and staff. DATA SOURCE: _____				
e. The general advisory committee and each program advisory committee exists as a formal organization with agendas and minutes distributed to members and appropriate faculty. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
I. C. 1. f. The general advisory committee and each program advisory committee assists with program planning, program implementation/operation, program support, and program results. DATA SOURCE: _____				
g. All advisory committee recommendations are reviewed by appropriate professional staff and appropriate action is taken. DATA SOURCE: _____				
h. Appointments are staggered to insure continuity. DATA SOURCE: _____				
D. Output				
1. Each advisory committee prepares appropriate documentation.				
a. Advisory committees issue annual reports and recommendations. DATA SOURCE: _____				
b. Minutes of program advisory council meetings are available for examination and reference by the program personnel and community. DATA SOURCE: _____				
II. Ancillary Services				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Existing and planned programs and activities have been reviewed to determine specific needs of students, facilities and personnel for ancillary services such as: 1. custodial and groundskeeping, 2. maintenance, 3. guidance, 4. staff development, 5. transportation, 6. instructional support, 7. food service, 8. secretarial/clerical. DATA SOURCE: _____				
b. The resource requirements of the identified ancillary services needs have been specified. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
II. A. 2. A comprehensive annual evaluative review is conducted.				
a. Faculty, support personnel, administrators, and advisory committee representatives are involved in an annual comprehensive evaluation of each ancillary service. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Explicit written documentation of goals and objectives for each ancillary service exists. DATA SOURCE: _____				
b. Goals and objectives for each ancillary service reflect the needs assessment outcomes. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives for each ancillary service.				
a. A yearly plan has been developed to guide activities in the areas of: 1. custodial and groundskeeping, 2. maintenance, 3. guidance, 4. staff development, 5. transportation, 6. instructional support, 7. food service, 8. secretarial, clerical. DATA SOURCE: _____				
3. Adequate and appropriate rescurces necessary to maintain each ancillary service are provided.				
a. Appropriate personnel are assigned to each ancillary service. DATA SOURCE: _____				
b. A budget has been established for each ancillary service. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
II. B. 3. c. Provisions have been made for the facility and equipment needs for each ancillary service. DATA SOURCE: _____				
d. Provisions have been made for the supplies and consumables needed by each ancillary service. DATA SOURCE: _____				
C. Process				
1. Each ancillary service is successful in terms of resource utilization and achievement of planned goals and objectives.				
a. Facilities and grounds are regularly maintained. DATA SOURCE: _____				
b. A preventative maintenance schedule is implemented for facilities and equipment. DATA SOURCE: _____				
c. Guidance, counseling, testing, diagnostic, referral, and tutorial services are provided to all students. DATA SOURCE: _____				
d. Developmental activities are regularly provided for faculty and support staff. DATA SOURCE: _____				
e. Transportation necessary to support programs and activities is available. DATA SOURCE: _____				
f. A comprehensive set of instructional support and equipment services are conveniently available. DATA SOURCE: _____				
g. Food services appropriate to the operation of the institutuion are available. DATA SOURCE: _____				
h. Secretarial staff is conveniently provided for administrators and faculty. DATA SOURCE: _____				
i. Environmental conditions are conducive to effective learning. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
II. D. Output				
1. Each ancillary service supports the operation of the institution appropriately.				
a. Adequate facilities and grounds exist. DATA SOURCE: _____				
b. An adequate center for counseling and related services exists. DATA SOURCE: _____				
c. An appropriate number and variety of vehicles exists. DATA SOURCE: _____				
d. An appropriate quantity and variety of instructional support equipment exists. DATA SOURCE: _____				
e. Adequate facilities for food services exist. DATA SOURCE: _____				
III. Curriculum and instruction				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Each vocational program is based on documented labor market needs. DATA SOURCE: _____				
b. Results of appropriate needs assessments are available and serve as the basis for determining program components. DATA SOURCE: _____				
c. The resource requirements of the identified curriculum and instruction needs have been specified. DATA SOURCE: _____				
2. Local enrollment trends have been projected.				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
III. A. 2. a. A system has been developed and implemented to assess enrollment trends in relevant occupations. DATA SOURCE: _____				
3. A comprehensive annual evaluative review is conducted.				
a. Students, faculty, and appropriate advisory committees review curriculum and instruction annually. DATA SOURCE: _____				
b. The review process involves as a minimum: 1. continued labor market need for the program, 2. the appropriateness of the program to student needs, 3. the program content, 4. the instructional process, 5. the student performance assessment, 6. the instructional material, 7. verification of minimum levels of performance for each required task, 8. implications of technological change. DATA SOURCE: _____				
c. The objectives of the program are realistic and achievable in the existing school environment. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Program and/or course objectives are developed and revised on the basis of: 1. student surveyes of interest, aptitude, and ability, 2. labor market studies, 3. job analysis, 4. advisory committee input, 5. available community resources. DATA SOURCE: _____				
b. Task analysis data are used to prepare instructional objectives. DATA SOURCE: _____				
c. Goals and objectives for curriculum and instruction reflect the needs assessment outcomes. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
III. B. 1. d. Program objectives are based on and organized around student career interests and abilities of all students enrolled in the program. DATA SOURCE: _____				
e. Explicit written goals and objectives exist. DATA SOURCE: _____				
2. An instructional program has been established to implement the goals and objectives.				
a. For each program, courses of study: 1. exist in written form, 2. include unit plans in sequential order, 3. contain performance objectives. DATA SOURCE: _____				
b. Program and/or course development processes involve appropriate instructional, administrative, and advisory personnel. DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to maintain a viable program are provided.				
a. Appropriate members of professional and support staff are provided for each program and/or course. DATA SOURCE: _____				
b. Budgets are established specifically for each program. DATA SOURCE: _____				
c. Provisions are made to provide necessary facilities and equipment for each program and/or course. DATA SOURCE: _____				
d. Appropriate quantities of supplies and consumables are allocated to each program and/or course. DATA SOURCE: _____				
e. Appropriate provisions are made for the travel necessary to support each instructional program. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
III. B. 3. f. Sufficient and appropriate instructional materials, teaching aids, periodicals, and reference materials are available for each program and/or course. DATA SOURCE: _____				
g. Adequate members of appropriate cooperative training stations are established in the region served by the institution. DATA SOURCE: _____				
h. Programs and/or course development processes are appropriately supported with dollars and release time. DATA SOURCE: _____				
C. Process				
1. The curriculum and instruction are successful in terms of resource utilization and achievement of planned goals and objectives.				
a. Student credit for work in classrooms, laboratories, shop, and/or cooperative training stations is awarded persuant to State Board for Vocational Education regulations. DATA SOURCE: _____				
b. Instructional material is screened for appropriateness with respect to equity. DATA SOURCE: _____				
c. The program objectives are presented to prospective students prior to entry into the instructional program. DATA SOURCE: _____				
d. The curriculum allows students time to acquire and practice: 1. manipulative skills, 2. technical knowledge, 3. learn related subject matter. DATA SOURCE: _____				
e. Instructors have and use the written outline and syllabus for each course. DATA SOURCE: _____				
f. Instructors have organized student learning activities to meet individual needs of students. DATA SOURCE: _____				

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			Indicator Rating			
			NA	N	S	E
I. C. 1.	g.	Instruction in related courses correlates with the experiences received at the training station. DATA SOURCE: _____				
	h.	Classroom and laboratory management and instruction simulate the methods, processes, and procedures used in industry. DATA SOURCE: _____				
	i.	Individual student progression is based on attainment of program/course objectives. DATA SOURCE: _____				
	j.	Adequate records are kept regarding skill development of each student. DATA SOURCE: _____				
	k.	Students are informed in writing of course objectives. DATA SOURCE: _____				
	l.	Within each course and/or program's time frame, students are frequently informed of their performance levels. DATA SOURCE: _____				
	m.	Safety practices are taught and enforced as an integral part of the instructional program. DATA SOURCE: _____				
	n.	Tasks, assignments, and evaluation levels are established in compliance with equity concerns. DATA SOURCE: _____				
	o.	Cooperative training and evaluation is conducted in accordance with written agreement plans established by local educational agencies and employers. DATA SOURCE: _____				
	p.	Cooperative training employs and compensates student learners in conformity with federal, state, and local laws and regulations. DATA SOURCE: _____				
	q.	Safety requirements are consistently implemented by all instructors in all programs. DATA SOURCE: _____				
	r.	The proporation of early leavers, as compared to program completers, is within acceptable range. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
III. C. 1. s. The course content and instructional methodology are updated annually to meet the needs of special needs students. DATA SOURCE: _____				
D. Output				
1. The curriculum and instruction process results in outputs that facilitate achievement of each student's goals and objectives.				
a. Students are placed in entry level jobs appropriate to each program and/or course. DATA SOURCE: _____				
b. Students receive advancement and/or promotion appropriate to their participation in upgrading programs. DATA SOURCE: _____				
c. Students enter new job fields as a result of their participation in retraining programs. DATA SOURCE: _____				
d. Students are placed in advanced education programs related to their vocational training. DATA SOURCE: _____				
e. Students refine, develop, or upgrade their skills. DATA SOURCE: _____				
IV. Facilities and Equipment				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Needs assessments have been conducted to determine needed facilities and equipment. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
IV. A. 1. b. Needs assessments have been conducted to identify the special equipment and facility requirement of target populations. DATA SOURCE: _____				
c. Needs assessments have been conducted to determine equipment requirements of projected programs and activities. DATA SOURCE: _____				
2. A comprehensive periodic evaluative review is conducted.				
a. Faculty, students, administrators, and advisory committee representatives periodically conduct a review of the facilities and equipment for each program and the overall institution. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Explicit written goals and objectives for facilities and equipment exist. DATA SOURCE: _____				
b. Goals and objectives reflect the needs assessment outcome. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. A program of work/plan of action has been established and implemented to achieve each goal and objective. DATA SOURCE: _____				
b. A plan for the periodic replacement/amortization of instructional equipment has been formulated. DATA SOURCE: _____				
c. Appropriate faculty and program administrators' input receives significant consideration in the development of each program of work. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
IV. B. 3. Adequate and appropriate resources necessary to maintain viable programs are provided.				
a. A budget is specifically allocated for the acquisition of new equipment for each program. DATA SOURCE: _____				
b. A separate budget exists to enable achievement of safety objectives. DATA SOURCE: _____				
c. Professional and support personnel are assigned to implement the institution's facility and equipment program of work. DATA SOURCE: _____				
C. Process				
1. The facilities and equipment enable achievement of identified program goals and objectives in an efficient manner.				
a. For each program, the size and arrangement of the facilities is consistent with the philosophy, objectives, and enrollment. DATA SOURCE: _____				
b. Each vocational education area is easily accessible to physically handicapped students. DATA SOURCE: _____				
c. Appropriate office space is provided for the faculty. DATA SOURCE: _____				
d. Classrooms are cheerful and attractive and create a climate conducive to learning. DATA SOURCE: _____				
e. Environmental conditions are adequate (light, heat, ventilation, acoustics). DATA SOURCE: _____				
f. Instructional equipment is of appropriate vintage and in effective working condition. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
IV. C. 1. g. Equipment purchased with state vocational funds is used by students and faculty in the designated program. DATA SOURCE: _____				
h. A current equipment inventory is maintained. DATA SOURCE: _____				
i. Equipment is shared between laboratories where conditions permit. DATA SOURCE: _____				
j. Adequate safety standards for facilities and equipment are maintained. DATA SOURCE: _____				
k. General safety equipment, such as fire extinguishers and first aid kits, are readily available throughout the facility. DATA SOURCE: _____				
l. Safety regulations are posted in accordance with safety guidelines where potential hazards exist. DATA SOURCE: _____				
m. Instructional space and facilities meet state and federal guidelines for the program offered. DATA SOURCE: _____				
V. Placement and Follow Up				
A. Process				
1. Records (grade, performance, placement) are maintained on each student enrolled.				
a. Records indicating course and/or competency achievement and extracurricular activities are maintained for each student. DATA SOURCE: _____				
b. Information regarding rates of student failure and/or withdrawal and the stated reasons therefore is available. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
V. A. 2. Records are maintained for each student concerning successful and unsuccessful job placements, follow up activities, and/or withdrawals.				
a. Records indicating initial placements and subsequent placements for each vocational enrollee are maintained for a five-year period. DATA SOURCE: _____				
VI. School/Student Organizations				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. The resource requirements of the identified school/student organization have been specified. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Faculty, students, administrators, and advisory committee representatives evaluate each student organization annually. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Goals and objectives for student organizations reflect the needs assessment outcomes. DATA SOURCE: _____				
b. Explicit written goals and objectives for each student organization exist. DATA SOURCE: _____				
c. The goals and objectives of student organizations are directly related to the appropriate program goals and objectives. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VI. B. 2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. Schedules of meetings and activities have been prepared for each organization. DATA SOURCE: _____				
b. Each student organization has filed its constitution, bylaws, and slate of officers. DATA SOURCE: _____				
c. A written program of work/plan of action exists for each organization. DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to maintain a viable program are provided.				
a. Qualified faculty are assigned as advisors to each student organization. DATA SOURCE: _____				
b. A budget allocating both institutional and organizational funds has been established for each student organization. DATA SOURCE: _____				
c. Adequate facilities and supplies are available for student organization use. DATA SOURCE: _____				
d. Provisions are made for release time for faculty advisement. DATA SOURCE: _____				
e. Faculty are provided appropriate compensation for advisement. DATA SOURCE: _____				
C. Process				
1. Students are actively involved in student organizations.				
a. Goals and objectives of each student organization have been disseminated to administration, faculty, and students. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VI. C. 1. b. All students participate in the organization appropriate to their program. DATA SOURCE: _____				
c. Student organization meetings occur at frequent intervals. DATA SOURCE: _____				
d. Students attend and participate in district, state, regional, and national conferences relating to their vocational program. DATA SOURCE: _____				
e. Student organization activities are incorporated within the curriculum of each program. DATA SOURCE: _____				
D. Output				
1. Program related/school related organizations maintain appropriate records.				
a. Minutes of meetings are maintained. DATA SOURCE: _____				
b. Documents of successful achievement of objectives of each organization is maintained. DATA SOURCE: _____				
c. Organizational activities are publicized in school and community media. DATA SOURCE: _____				
d. Budget records are maintained. DATA SOURCE: _____				
VII. Student Recruitment and Selection				
A. Input				
1. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. A program of work/plan of action has been established and implemented to determine student selection criteria for each program. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VII. A. 1. b. Provision is made for program visitation by potential students. DATA SOURCE: _____				

MISSOURI VOCATIONAL EVALUATION SYSTEM

REPORTING DOCUMENT FOR INSTRUCTIONAL PROGRAMS (Preparatory)

1. _____ 2. _____ 3. _____
INSTITUTION CITY DATE

4. _____ 5. _____ 6. _____
LEVEL PROGRAM TITLE AS APPROVED PROGRAM CODE

7. _____ 8. _____
SIGNATURE OF EVALUATION TEAM CAPTAIN SIGNATURE OF SCHOOL ADMINISTRATOR

Check the code which best represents the program's level of achievement for each indicator:

NA = NOT APPLICABLE* N = NO EVIDENCE OR NOT DONE S = SATISFACTORY OR ACCEPTABLE E = EXCELLENT

* for each NA, explain reasons on back

VIII. EFFICIENCY AND EFFECTIVENESS

	Indicator Rating			
	NA	N	S	E
A. Instructional costs per placement fall within acceptable limits. Each program's instructional costs per placement is calculated.				
B. Equipment costs per placement fall within acceptable limits. Each program's total equipment cost per placement is calculated.				

Computation Program Instructional Costs per Placement =

$$\frac{\text{Program Instructional costs}}{\text{Number of Initial Program Placements}}$$

Data source _____

Computation Equipment Costs per Placement =

$$\frac{\text{Cost of Equipment}}{\text{Number of Initial Program Placements}}$$

Data source _____

EFFICIENCY AND EFFECTIVENESS

	INDICATOR RATING			
	NA	N	S	E
C. Operational costs per placement fall within acceptable limits (operational costs = instructional costs + equipment costs). Each program's total operational programs costs per placement are calculated: Computation Operational Costs per Placement = $\frac{\text{Total Program Operational Costs}}{\text{Number of Initial Program Placements}}$ Data Source _____				
D. Students are placed in jobs for which they were directly trained. Each program's ratio of placements in jobs for which they were directly trained to program completers and leavers is calculated: Computation $\frac{\text{Number of Placements in Jobs for Which They Were Directly Trained}}{\text{Number of Program Completers and Leavers}}$ Data Source _____				
E. Students are placedin jobs related to their preparatory curriculum. Each program's ratio of placements in jobs related to their preparatory curriculum to program completers and leavers is calculated: Computation $\frac{\text{Number of Placements in Jobs Related to Preparatory Curriculum}}{\text{Number of Program Completers and Leavers}}$ Data Source _____				
F. Students are placed in advanced educational programs related to their vocational training. Each program's ratio of placements in advanced education programs related to their vocational training to program completers and leavers is calculated: Computation $\frac{\text{Program Placements in Advanced, Related Education Program}}{\text{Number of Program Completers and Leavers}}$ Data Source _____				

MISSOURI VOCATIONAL EVALUATION SYSTEM

REPORTING DOCUMENT FOR SUPPLEMENTARY PROGRAMS (Adult)

1. _____ INSTITUTION 2. _____ CITY 3. _____ DATE

4. _____ LEVEL 5. _____ PROGRAM TITLE AS APPROVED 6. _____ PROGRAM CODE

7. _____ SIGNATURE OF EVALUATION TEAM CAPTAIN 8. _____ SIGNATURE OF SCHOOL ADMINISTRATOR

Check the code which best represents the program's level of achievement for each indicator:

NA = NOT ACCEPTABLE* N = NO EVIDENCE OR NOT DONE S = SATISFACTORY OR ACCEPTABLE E = EXCELLENT

* for each NA, explain reasons on back

VIII. EFFICIENCY AND EFFECTIVENESS

	INDICATOR RATING			
	NA	N	S	E
A. Instructional costs per student fall within acceptable limits. The institution's instructional costs per student are calculated: Computation Instructional Costs per Student = $\frac{\text{Instructional Costs}}{\text{Enrollment x hours of Instruction}}$ Data Source _____				
B. Equipment costs per student fall within acceptable limits. The institution's equipment costs per student are calculated: Computation Equipment Cost per Student = $\frac{\text{Total Cost for Equipment}}{\text{Enrollment x hours of Instruction}}$ Data Source _____				

Adult Supplementary Programs (con't)

	INDICATOR RATING			
	NA	N	S	E
C. Costs per student fall within acceptable limits. The institution's operational costs per students are calculated: Computation Operational Costs per Student = $\frac{\text{Total Costs for Vocational Programs}}{\text{Enrollment x Hours of Instruction}}$ Data Source_____				
D. Administrative costs per student fall within acceptable limits. The institution's administrative cost per student is calculated: Computation Administrative Cost per Student = $\frac{\text{Administrative Cost}}{\text{Enrollment x Hours of Instruction}}$ Data Source_____				
E. The cost of ancillary services fall within acceptable limits. The institution's cost of ancillary services per student is calculated: Computation Cost of Ancillary Services per Student = $\frac{\text{Cost of Ancillary Services}}{\text{Enrollment x Hours of Instruction}}$ Data Source_____				
F. The institution's cost of recruitment and selection per student fall within acceptable limits. The institution's cost of recruitment and selection is calculated: Computation Cost of Recruitment and Selection per Student = $\frac{\text{Recruitment and Selection Costs}}{\text{Enrollment x Hours of Instruction}}$ Data Source_____				

150

151

	INDICATOR RATING			
	NA	N	S	E
G. The cost of placement and follow-up fall within appectable limits. The institution's cost of placement and follow-up per student is calculated:				

Computation Cost of Placement and Follow Up per Student =

$$\frac{\text{Cost of Placement and Follow Up}}{\text{Enrollment x Hours of Instruction}}$$

Data Source_____

MISSOURI VOCATIONAL EVALUATION SYSTEM

REPORTING DOCUMENT FOR THE INSTITUTION

1. _____ 2. _____
INSTITUTION CITY

3. _____ 4. _____
DATE SIGNATURE OF EVALUATION TEAM CAPTAIN

5. _____
SIGNATURE OF SCHOOL ADMINISTRATOR

INSTRUCTIONS

Check the code which best represents the institution's level of achievement for each indicator:

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*for each NA, explain reasons on back

MISSOURI VOCATIONAL EVALUATION SYSTEM

REPORTING DOCUMENT FOR THE INSTITUTION

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
I. Administration				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Administrative needs have been identified and projected for a five- or three-year period. DATA SOURCE: _____				
b. The resource requirements of the identified administrative needs have been specified. DATA SOURCE: _____				
c. Federal and state compliance requirements are identified annually. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Faculty, staff, students, advisory committee representatives, and administrators are involved in annual evaluations of the effectiveness, efficiency, and workability of the school's administrative procedures and personnel. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. The administrative goals and objectives reflect the needs assessment outcomes. DATA SOURCE: _____				
b. The institution's philosophy and objectives include a written statement of compliance with Title IX and the mandates of the 1976 Education Amendments. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
I. B. 1. c. Explicit written goals and objectives exist. DATA SOURCE: _____				
2. Adequate and appropriate resources necessary to maintain a viable program are provided.				
a. Administrators and supervisors for all programs are fully qualified as defined by the State Board for Vocational Education. DATA SOURCE: _____				
b. Appropriate amounts of professional support staff time are assigned to administration. DATA SOURCE: _____				
c. Appropriate amounts of supplies and consumables are allocated to the administrative functions. DATA SOURCE: _____				
d. A budget is established specifically for administrative functions. DATA SOURCE: _____				
e. Appropriate provisions are made for the facilities and equipment necessary to effectively implement the administrative program of work. DATA SOURCE: _____				
3. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. A documented program of work exists for each goal and objective. DATA SOURCE: _____				
b. Five- and three-year and annual plans include budgets that demonstrate appropriate use of funds within requirements of federal legislation. DATA SOURCE: _____				
c. Five- or three-year and annual plans have been prepared in cooperation with appropriate advisory councils and federal and state legislation. DATA SOURCE: _____				
d. A financial plan exists that appropriately provides for support of needed instructional and ancillary services. DATA SOURCE: _____				
e. A program of work/plan of action has been established and implemented to insure compliance with Title IX and the mandates of the 1976 Education Amendments. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
I. C. Process				
1. Administration is successful in terms of resource utilization and completion of presented goals and objectives in relation to staff personnel, facilities, budgets, planning, and professional growth.				
a. Duties and responsibilities of vocational faculty and administrators are limited primarily to program assignments appropriate to their experience and training. DATA SOURCE: _____				
b. Faculty assignments encourage combinations of both classroom and cooperative worksite supervision of students. DATA SOURCE: _____				
c. Provisionally-certified faculty are actively involved in obtaining regular/permanent credentials appropriate to their assignments. DATA SOURCE: _____				
d. Institutional policy encourages all faculty to pursue advanced education, workshops and conferences, and/or other appropriate developmental experiences. DATA SOURCE: _____				
e. Changes in teacher-student ratios are reflected in modified staffing assignments. DATA SOURCE: _____				
f. Faculty are provided opportunities to visit other schools, programs, businesses, and industry. DATA SOURCE: _____				
g. All administrative faculty and support staff meet or exceed qualifications established by the State Board for Vocational Education. DATA SOURCE: _____				
h. Lines of authority and communication within the school and the vocational department are clearly defined and utilized. DATA SOURCE: _____				
i. Faculty obtain recent work experience in business and industry to upgrade professional and technical knowledge. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
I. C. 1. j. Faculty members belong to and participate in other vocational and/or professional organizations. DATA SOURCE: _____				
k. Job descriptions are identified and clearly stated for all personnel. DATA SOURCE: _____				
l. The program is operating in compliance with intent of legislation, rules, regulations, and state policy. DATA SOURCE: _____				
m. Based on appropriate recommendations, advisory committee members are formally appointed. DATA SOURCE: _____				
n. Faculty, students, and staff are informed about departmental policies and procedures relevant to them. DATA SOURCE: _____				
o. Faculty members are aware of, understand, and receive feedback from a continuing teacher evaluation program. DATA SOURCE: _____				
p. A provision is made for the input of impacted groups in the policy establishment process. DATA SOURCE: _____				
q. Articulation mechanisms have been established with local prime sponsors (CETA). DATA SOURCE: _____				
r. An individual(s) is clearly designated as responsible for the overall and program administration in vocational education. DATA SOURCE: _____				
D. Output				
1. The administrative process results in outputs that facilitate achievement of instutional goals.				
a. A policy handbook is conveniently available to appropriate personnel. DATA SOURCE: _____				
b. A code of student conduct is disseminated to all students. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
I. D. 1. c. Appropriate reports are filed with governing boards, coordinating agencies, and community organizations. DATA SOURCE: _____				
II. Advisory Committee				
A. Needs Assessment				
1. Advisory committee needs assessments have been conducted.				
a. The resource requirements of the identified advisory committee needs have been specified. DATA SOURCE: _____				
b. Federal and state compliance requirements have been identified. DATA SOURCE: _____				
c. Students, faculty, administrators, and employers have been involved in the needs assessment process. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Advisory committee objectives, programs of work, and accomplishments are evaluated on an annual basis by students, faculty, administrators, and employers. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Specific short-term and long-term goals and objectives are documented. DATA SOURCE: _____				
b. Goals and objectives for advisory committee reflects the needs assessment outcomes. DATA SOURCE: _____				
c. Explicit written goals and objectives for advisory committees exist. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
II. B. 2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. A program of work/plan of action has been established and implemented to achieve each goal and objective. DATA SOURCE: _____				
b. Guidelines, policies, and procedures have been established for the operation and maintenance of all general and program advisory committees. DATA SOURCE: _____				
c. Each advisory committee is composed of sufficient representatives to insure efficient operation, responsibility, stability, and continuity. DATA SOURCE: _____				
d. Advisory committees are composed of persons appropriately representing occupational areas related to the vocational program, special targeted groups, and persons representing minority groups and both sexes. DATA SOURCE: _____				
e. Appointments are made to obtain equitable representation of expertise and target groups. DATA SOURCE: _____				
3. Adequate and appropriate resources are provided to advisory committees.				
a. Professional and support staff time are assigned to support advisory committee functions. DATA SOURCE: _____				
b. A specific budget is established for advisory committee operations. DATA SOURCE: _____				
c. Appropriate provisions are made for the facilities and equipment necessary to implement the advisory committee's program of work. DATA SOURCE: _____				
d. Appropriate supplies and consumables are allocated to the advisory committee. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
II. C. Process				
1. Advisory committees contribute to the operation of the institution.				
a. The operation of each advisory committee (general, program) is successful in terms of resource utilization. DATA SOURCE: _____				
b. The operation of each advisory committee (general, program) is successful in terms of the completion of presented goals and objectives. DATA SOURCE: _____				
c. Members participate regularly and actively in addressing the program of work. DATA SOURCE: _____				
d. Initiatives for new thrusts come from lay, professional, and staff. DATA SOURCE: _____				
e. The general advisory committee and each program advisory committee exists as a formal organization with agendas and minutes distributed to members and appropriate faculty. DATA SOURCE: _____				
f. The general advisory committee and each program advisory committee assists with program planning, program implementation/operation, program support, and program results. DATA SOURCE: _____				
g. The public and faculty demonstrate interest and participate in advisory committee activities. DATA SOURCE: _____				
h. All advisory committee recommendations are reviewed by appropriate professional staff and appropriate action is taken. DATA SOURCE: _____				
i. Appointments are staggered to insure continuity. DATA SOURCE: _____				
D. Output				
1. Each advisory committee prepares appropriate documentation.				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
II. D. 1. a. Advisory committees issue annual reports and recommendations. DATA SOURCE: _____				
b. Minutes of program advisory council meetings are available for examination and reference by the program personnel and community. DATA SOURCE: _____				
III. Ancillary Services				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Existing and planned programs and activities have been reviewed to determine specific needs of students, facilities, and personnel for ancillary services such as: (1) custodial and groundskeeping (2) maintenance (3) guidance (4) staff development (5) transportation (6) instructional support (7) food service (8) secretarial/clerical DATA SOURCE: _____				
b. The resource requirements of the identified ancillary services needs have been specified. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Faculty, support personnel, administrators, and advisory committee representatives are involved in an annual comprehensive evaluation of each ancillary service. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
III. B. Input				
1. Statements of goals and objectives have been developed.				
a. Explicit written documentation of goals and objectives for each ancillary service exist. DATA SOURCE: _____				
b. Goals and objectives for each ancillary service reflect the needs assessment outcomes. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives for each ancillary service.				
a. A yearly plan has been developed to guide activities in the areas of: (1) custodial (2) maintenance (3) guidance (4) staff development (5) transportation (6) instructional support (7) food service (8) secretarial/clerical DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to maintain each ancillary service are provided.				
a. Appropriate personnel are assigned to each ancillary service. DATA SOURCE: _____				
b. A budget has been established for each ancillary service. DATA SOURCE: _____				
c. Provisions have been made for the facility and equipment needs for each ancillary service. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
III. B. 3. d. Provisions have been made for the supplies and consumables needed by each ancillary service. DATA SOURCE: _____				
C. Process				
1. Each ancillary service is successful in terms of resource utilization and achievement of planned goals and objectives.				
a. Facilities and grounds are regularly maintained. DATA SOURCE: _____				
b. A preventative maintenance schedule is implemented for facilities and equipment. DATA SOURCE: _____				
c. Guidance, counseling, testing, diagnostic, referral, and tutorial services are provided to all students. DATA SOURCE: _____				
d. Developmental activities are regularly provided for faculty and support staff. DATA SOURCE: _____				
e. Transportation necessary to support programs and activities is available. DATA SOURCE: _____				
f. A comprehensive set of instructional support and equipment services are conveniently available. DATA SOURCE: _____				
g. Food services appropriate to the operation of the institution are available. DATA SOURCE: _____				
h. Secretarial staff is conveniently provided for administrators and faculty. DATA SOURCE: _____				
i. Environmental conditions are conducive to effective learning. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
III. D. Output				
1. Each ancillary service supports the operation of the institution appropriately.				
a. Adequate facilities and grounds exist. DATA SOURCE: _____				
b. An adequate center for counseling and related services exists. DATA SOURCE: _____				
c. An appropriate number and variety of vehicles exists. DATA SOURCE: _____				
d. An appropriate quantity and variety of instructional support equipment exists. DATA SOURCE: _____				
e. Adequate facilities for food services exists. DATA SOURCE: _____				
IV. Curriculum and Instruction				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Each vocational program is based on documented labor market needs. DATA SOURCE: _____				
b. Results of appropriate needs assessments are available and serve as the basis for determining program components. DATA SOURCE: _____				
c. Employers within appropriate regions have been surveyed to determine short- and long-term labor market needs. DATA SOURCE: _____				
d. Retraining and upgrading programs needs have been systematically identified. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
IV. A. 1. e. The vocational service needs of target populations (i.e. clientele mandated by state and federal regulations--women, limited English-speaking, handicapped, disadvantaged, minorities) within the institution service areas have been identified. DATA SOURCE: _____				
f. The resource requirements of the identified curriculum and instruction needs have been specified. DATA SOURCE: _____				
2. Local enrollment trends have been projected.				
a. A system has been developed and implemented to assess enrollment trends in relevant occupations. DATA SOURCE: _____				
3. A comprehensive annual evaluative review is conducted.				
a. Student, faculty, and appropriate advisory committees review curriculum and instruction annually. DATA SOURCE: _____				
b. The review process involves as a minimum: (1) continued labor market need for the program (2) the appropriateness of the program to student needs (3) the program content (4) the instructional process (5) the student performance assessment (6) the instructional material (7) verification of minimum levels of performance for each required task (8) implications of technological change DATA SOURCE: _____				
c. The objectives of the program are realistic and achievable in the existing school environment. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
IV. B. Input				
1. Statements of goals and objectives have been developed.				
a. Program and/or course objectives are developed and revised on the basis of: (1) student surveys of interest, aptitude, and ability (2) labor market studies (3) job analysis (4) advisory committee input (5) available community resources DATA SOURCE: _____				
b. Task-analysis data are used to prepare instructional objectives. DATA SOURCE: _____				
c. Goals and objectives for curriculum and instruction reflect the needs assessment outcomes. DATA SOURCE: _____				
d. Program objectives are based on and organized around student career interests and abilities of all students enrolled in the program. DATA SOURCE: _____				
e. Explicit written goals and objectives exist. DATA SOURCE: _____				
2. An instructional program has been established to implement the goals and objectives.				
a. For each program, courses of study: (1) exist in written form (2) include unit plans in sequential order (3) contain performance objectives DATA SOURCE: _____				
b. Program and/or course development processes involve appropriate instructional, administrative, and advisory personnel. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
IV. B. 3. Adequate and appropriate resources necessary to maintain a viable program are provided.				
a. Appropriate members of professional and support staff are provided for each program and/or course. DATA SOURCE: _____				
b. Budgets are established specifically for each program. DATA SOURCE: _____				
c. Provisions are made to provide necessary facilities and equipment for each program and/or course. DATA SOURCE: _____				
d. Appropriate quantities of supplies and consumable are allocated to each program and/or course. DATA SOURCE: _____				
e. Appropriate provisions are made for the travel necessary to support each instructional program. DATA SOURCE: _____				
f. Sufficient and appropriate instructional materials, teaching aids, periodicals, and reference materials are available for each program and/or course. DATA SOURCE: _____				
g. Adequate members of appropriate cooperative training stations are established in the region served by the institution. DATA SOURCE: _____				
h. Programs and/or course development processes are appropriately supported with dollars and release time. DATA SOURCE: _____				
C. Process				
1. The curriculum and instruction are successful in terms of resource utilization and achievement of planned goals and objectives.				

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*for each NA, explain reasons on back

			Indicator Rating			
			NA	N	S	E
IV. C. 1.	a.	Student credit for work in classrooms, laboratories, shop, and/or cooperative training stations is awarded persuant to State Board for Vocational Education regulations. DATA SOURCE: _____				
	b.	Instructional material is screened for appropriateness with respect to equity. DATA SOURCE: _____				
	c.	The program objectives are presented to prospective students prior to entry into the instructional program. DATA SOURCE: _____				
	d.	The curriculum allows students time to acquire and practice: (1) manipulative skills (2) technical knowledge (3) learn related subject matter DATA SOURCE: _____				
	e.	Instructors have and use the written outline and syllabus for each course. DATA SOURCE: _____				
	f.	Instructors have organized student learning activities to meet individual needs of students. DATA SOURCE: _____				
	g.	Instruction in related courses correlates with the experiences received at the training station. DATA SOURCE: _____				
	h.	Classroom and laboratory management and instruction simulate the methods, processes, and procedures used in industry. DATA SOURCE: _____				
	i.	Individual student progression is based on attainment of program/course objectives. DATA SOURCE: _____				
	j.	Adequate records are kept regarding skill development of each student. DATA SOURCE: _____				
	k.	Students are informed in writing of course objectives. DATA SOURCE: _____				

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	Indicator Rating			
	NA	N	S	E
IV. C. 1. l. Within each course and/or program's time frame, students are frequently informed of their performance levels. DATA SOURCE: _____				
m. Safety practices are taught and enforced as an integral part of the instructional program. DATA SOURCE: _____				
n. Tasks, assignments, and evaluation levels are established in compliance with equity concerns. DATA SOURCE: _____				
o. Cooperative training and evaluation is conducted in accordance with written agreement plans established by local educational agencies and employers. DATA SOURCE: _____				
p. Cooperative training employs and compensates student learners in conformity with federal, state, and local laws and regulations. DATA SOURCE: _____				
q. Safety requirements are consistently implemented by all instructors in all programs. DATA SOURCE: _____				
r. The proportion of early leavers, as compared to program completers, is within an acceptable range. DATA SOURCE: _____				
s. The course content and instructional methodology are updated annually to meet the needs of special needs students. DATA SOURCE: _____				
D. Output				
1. The curriculum and instruction process results in outputs that facilitate achievement of each student's goals and objectives.				
a. Students are placed in entry level jobs appropriate to each program and/or course. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
IV. D. 1. b. Students receive advancement and/or promotion appropriate to their participation in upgrading programs. DATA SOURCE: _____				
c. Students enter new job fields as a result of their participation in retraining programs. DATA SOURCE: _____				
d. Students are placed in advanced education programs related to their vocational training. DATA SOURCE: _____				
e. Students refine, develop, or upgrade their skills. DATA SOURCE: _____				
V. Facilities and Equipment				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Needs assessments have been conducted to determine needed facilities and equipment. DATA SOURCE: _____				
b. Needs assessments have been conducted to identify the special equipment and facility requirement of target populations. DATA SOURCE: _____				
c. Needs assessments have been conducted to determine equipment requirements of projected programs and activities. DATA SOURCE: _____				
d. The resource requirements of the identified facilities and equipment needs have been specified. DATA SOURCE: _____				
e. Needs assessments have been conducted to identify the safety requirements of all institutional programs and activities. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
V. A. 2. A comprehensive periodic evaluative review is conducted.				
a. Faculty, students, administrators, and advisory committee representatives periodically conduct a review of the facilities and equipment for each program and the overall institution. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Explicit written goals and objectives for facilities and equipment exist. DATA SOURCE: _____				
b. Goals and objectives reflect the needs assessment outcome. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. A program of work/plan of action has been established and implemented to achieve each goal and objective. DATA SOURCE: _____				
b. A plan for the periodic replacement/amortization of instructional equipment has been formulated. DATA SOURCE: _____				
c. Appropriate faculty and program administrators' input receives significant consideration in the development of each program of work. DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to maintain viable programs are provided.				
a. A budget is specifically allocated for the acquisition of new equipment for each program. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
V. B. 3. b. A separate budget exists to enable achievement of safety objectives. DATA SOURCE: _____				
c. Professional and support personnel are assigned to implement the institution's facility and equipment program of work. DATA SOURCE: _____				
C. Process				
1. The facilities and equipment enable achievement of identified program goals and objectives in an efficient manner.				
a. For each program, the size and arrangement of the facilities is consistent with the philosophy, objectives, and enrollment. DATA SOURCE: _____				
b. Each vocational education area is easily accessible to physically handicapped students. DATA SOURCE: _____				
c. Appropriate office space is provided for the faculty. DATA SOURCE: _____				
d. Classrooms are cheerful and attractive and create a climate conducive to learning. DATA SOURCE: _____				
e. Environmental conditions are adequate (light, heat, ventilation, acoustics). DATA SOURCE: _____				
f. Instructional equipment is of appropriate vintage and in effective working condition. DATA SOURCE: _____				
g. Equipment purchased with state vocational funds is used by students and faculty in the designated program. DATA SOURCE: _____				
h. A current equipment inventory is maintained. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
V. C. 1. i. Equipment is shared between laboratories where conditions permit. DATA SOURCE: _____				
j. Adequate safety standards for facilities and equipment are maintained. DATA SOURCE: _____				
k. General safety equipment, such as fire extinguishers and first aid kits, are readily available throughout the facility. DATA SOURCE: _____				
l. Safety regulations are posted in accordance with safety guidelines where potential hazards exist. DATA SOURCE: _____				
m. Instructional space and facilities meet state and federal guidelines where potential hazards exist. DATA SOURCE: _____				
D. Output				
1. An appropriate institutional campus exists.				
a. The campus is situated in appropriate locations for the population served. DATA SOURCE: _____				
b. Adequate facilities exist for each program. DATA SOURCE: _____				
c. Adequate office space is available for faculty. DATA SOURCE: _____				
d. Appropriate instructional equipment is available. DATA SOURCE: _____				
VI. Philosophy and Objectives				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Professional literature has been reviewed to determine major directions and specific goals. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VI. A. 1. b. Key federal and state legislation, regulations, and policy are reviewed to identify major directions and specific goals. DATA SOURCE: _____				
c. Advisory committees, community, students, and faculty inputs have been reviewed to determine their implication for the institution's overall statement of philosophy. DATA SOURCE: _____				
d. The resource requirements of the identified philosophy and objectives needs have been identified. DATA SOURCE: _____				
2. A comprehensive periodic evaluative review is conducted.				
a. Faculty, student, advisory committee representatives, and administrators are involved in a comprehensive periodic review of the institution's written statement of philosophy and objectives. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed for the institution.				
a. Explicit written statements of philosophy exist. DATA SOURCE: _____				
b. The institution's philosophy and objectives include a written statement indicating a commitment to vocational education programs. DATA SOURCE: _____				
c. Philosophy and objectives integrate the key outcomes from each needs assessment. DATA SOURCE: _____				
d. The institution's philosophy and objectives are consistent with the purposes set forth in the Missouri State Plan for vocational education. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VI. B. 1. e. The philosophy and objectives of the institution call for the equitable development and delivery of vocational programs to all individuals. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the philosophy and objectives.				
a. The statement of each program's goals and objectives implements the institution's total philosophy in a consistent manner. DATA SOURCE: _____				
b. A systematic plan of action has been established and implemented to periodically review the institutional and program's philosophy, goals, and objectives by faculty, administrators, and advisory representatives. DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to generate, revise, and evaluate the institutional philosophy and objectives are provided.				
a. Provisions are made for the expenses, facilities, and supplies required for the generation, revision, and evaluation of the institutional philosophy and objectives. DATA SOURCE: _____				
4. The institutional statement of philosophy is a working document that guides key decisions.				
a. The statement of philosophy has been disseminated to students, faculty, administration, advisory committees, and community. DATA SOURCE: _____				
b. The institutional philosophy is used to guide decision making is establishing the objectives and programs of work for each major operation of the institution. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VI. C. Process				
1. Appropriate representatives of professional and support personnel, students, and community are responsible for generating, revising, and evaluating the institutional philosophy and objectives.				
a. The statements of philosophy and objectives are reviewed annually. DATA SOURCE: _____				
b. Input from all appropriate personnel was obtained. DATA SOURCE: _____				
c. The institution's statements of philosophy and objectives have been reviewed at a public meeting. DATA SOURCE: _____				
D. Output				
1. The philosophy and objectives establishment process results in outputs that facilitate achievement of institutional goals.				
a. An explicit written handbook of the institution's philosophy and objectives is conveniently available. DATA SOURCE: _____				
VII. Placement and Follow Up				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Minority graduates and employees have been surveyed to determine specific placement requirements. DATA SOURCE: _____				
b. Male and female graduates and employees have been surveyed to identify non-traditional placement needs. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VII. A. 1. c. Placement services required by all students have been systematically identified. DATA SOURCE: _____				
d. Faculty and administrators have been surveyed to identify their recommendations for follow-up survey items and procedures. DATA SOURCE: _____				
e. The resource requirements of the identified placement and follow up needs have been specified. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Graduates, faculty, students, administrators, and advisory committee representatives are involved in comprehensively evaluating the placement and follow-up function on an annual basis. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Explicit written goals and objectives for placement and follow up exist. DATA SOURCE: _____				
b. Goals and objectives for placement and follow up reflect the needs assessment outcomes. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. A program of work/plan of action has been established and implemented to achieve each goal and objective. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VII. B. 2. b. Procedures have been established to provide for placement and placement related services to both program leavers and completers. DATA SOURCE: _____				
c. Specific plans exist for the follow up of both program leavers and completers. DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to maintain a viable placement and follow up program are provided.				
a. Professional and support staff are assigned to job placement (part and full time), related services, and follow up duties. DATA SOURCE: _____				
b. A budget is established specifically for placement and follow up operations. DATA SOURCE: _____				
c. Appropriate provisions are made for the facilities and equipment necessary to implement placement and follow up functions. DATA SOURCE: _____				
d. Appropriate quantities of supplies and consumables are allocated to placement and follow up functions. DATA SOURCE: _____				
e. Appropriate provisions are made for the travel necessary to implement placement and follow up functions. DATA SOURCE: _____				
C. Process				
1. Records (grade, performance, placement) are maintained on each student enrolled.				
a. Records indicating course and/or competency achievement and extracurricular activities are maintained for each student. DATA SOURCE: _____				
b. Information regarding rates of student failure and/or withdrawal and the stated reasons therefore is available. DATA SOURCE: _____				

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*for each NA, explain reasons on back

			Indicator Rating			
			NA	N	S	E
VII. C. 2.	Records are maintained for each student concerning successful and unsuccessful job placements, follow up activities, and/or withdrawals.					
	a.	Records indicating initial placements and subsequent placements for each vocational enrollee are maintained for a five-year period. DATA SOURCE: _____				
	b.	Placement records are kept current and include information regarding job opportunities, job advancements, unsuccessful placements, and follow up activities. DATA SOURCE: _____				
3.	Placement and follow up operations are successful in terms of resource utilization and achievement of planned goals and objectives.					
	a.	An appropriate proportion of staff time is invested in on-site contact with potential employers, actual employers, and graduates. DATA SOURCE: _____				
	b.	An appropriate proportion of staff time is spent with teachers and program leaders. DATA SOURCE: _____				
	c.	Significant contact with employment security and private placement personnel is maintained. DATA SOURCE: _____				
	d.	An appropriate proportion of staff time is spent with guidance, remedial, and other specialized support personnel. DATA SOURCE: _____				
	e.	Completers and leavers are provided with job placement services that include as a minimum centrally located job opportunity files, regular communications to students and school site interviews. DATA SOURCE: _____				
	f.	Program completers and leavers are proved access to job information on a continuous basis. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VII. C. 3. g. There is ar active collaboration between faculty and placement specialists with respect to securing the appropriate placement of graduates and/or leavers. DATA SOURCE: _____				
4. Students are systematically surveyed with comprehensive follow up evaluations.				
a. Student follow ups investigate as a minimum:				
1. The extent to which students' occupational objective(s) have been met. DATA SOURCE: _____				
2. The relevance of students' preparation to employment needs. DATA SOURCE: _____				
3. Students' satisfaction with their placement upon exit from the program. DATA SOURCE: _____				
4. Student satisfaction with student personnel services such as placement, financial assistance, part-time employment, and vocational and personal counseling. DATA SOURCE: _____				
5. Student satisfaction with the content of the program. DATA SOURCE: _____				
6. Means of strengthening school programs. DATA SOURCE: _____				
7. Students satisfaction with the methods of instruction and conditions under which instruction was given. DATA SOURCE: _____				
8. Student satisfaction with recruitment practices and admission policies. DATA SOURCE: _____				
9. Reasons for accepting placements. DATA SOURCE: _____				
10. Reason(s) for termination of the program by non-program completers. DATA SOURCE: _____				
11. Descriptive placement information. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VII. C. 4. b. immediate follow ups are conducted within three/four months of each student's graduation/withdrawal. DATA SOURCE: _____				
c. Long range follow up surveyes are conducted of a systematically sampled proportion of graduating and withdrawing students. DATA SOURCE: _____				
d. Employer satisfaction has been determined as evidenced by the following criteria:				
1. Follow up efforts include surveyes of employers to determine employer satisfaction with the preparation provided by the school. DATA SOURCE: _____				
2. Graduates and program leavers obtain, hold, and advance in jobs related to their field of preparation. DATA SOURCE: _____				
3. Employers continue to seek graduates from the program involved. DATA SOURCE: _____				
D. Output				
1. Program personnel are provided current projections of trends and changes in entry-level employment and continuing education in the occupation the program is now serving.				
a. Placement personnel regularly inform program faculty of employment trends in their specific occupations. DATA SOURCE: _____				
b. Placement personnel issue regular bulletins describing placement statistics and analyses to all students, faculty, administrators, and advisory committees. DATA SOURCE: _____				
VIII. Public Relations				
A. Needs Assessment				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VIII. A. 1. Needs assessments have been conducted.				
a. Community, business, and industrial groups have been canvassed to identify potential opportunities for public relations activities. DATA SOURCE: _____				
b. The resource requirements of the identified public relations needs have been specified. DATA SOURCE: _____				
c. Faculty, administration, and students have systematically been involved in the identification of the institution's public relations needs. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. A review of public relations activities is conducted annually by administrators, faculty, students, and advisory committees. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Explicit written goals and objectives for public relations exist. DATA SOURCE: _____				
b. Goals and objectives for public relations reflect the needs assessment outcomes. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. Activities have been identified and implemented to achieve goals and objectives for the effective use of community resources. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VIII. B. 2. b. Activities for establishing and maintaining positive community relations have been implemented. DATA SOURCE: _____				
3. Adequate and appropriate resources are provided for public relations activities.				
a. Appropriate personnel are assigned to implement public relations objectives. DATA SOURCE: _____				
b. A budget has been established for public relations activities. DATA SOURCE: _____				
c. Provisions are made for facilities and equipment to implement public relations activities. DATA SOURCE: _____				
d. Provisions are made for supplies and consumables to implement public relations activities. DATA SOURCE: _____				
C. Process				
1. Public relations activities are successful in terms of resource utilization and completion of prescribed goals and objectives.				
a. Teachers publicize the vocational program through service organizations, school functions, and the news media. DATA SOURCE: _____				
b. Faculty and students are involved in publicizing the institution and vocational program through service organizations, student organizations, school functions, and the media. DATA SOURCE: _____				
c. Pamphlets, brochures, and other materials describing the institution, its procedures, and the programs are non-discriminatory with respect to equity concerns. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
VIII. C. 1. d. Public relations materials are disseminated within the institution. DATA SOURCE: _____				
e. Public relations materials are disseminated to the out-of-school populations. DATA SOURCE: _____				
f. Student, faculty, and community representatives make periodic class or school presentations about community resources. DATA SOURCE: _____				
g. Institutional resources are used to support community needs and activities. DATA SOURCE: _____				
D. Output				
1. Public relations activities culminate in tangible products.				
a. The institution is the recipient of useful donations of materials, equipment, money, and services. DATA SOURCE: _____				
b. Pamphlets, brochures, and other materials exist to accomplish public relations objectives. DATA SOURCE: _____				
c. The community as a whole is well informed of the purposes and activities of the institution's vocational programs. DATA SOURCE: _____				
IX. School/Student Organizations				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Needs assessments have been conducted among faculty and students to determine the need for student organizations. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
A. 1. b. The resource requirements of the identified school/student organization have been specified. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Faculty, students, administrators, and advisory committee representatives evaluate each student organization annually. DATA SOURCE: _____				
B. Input				
1. Statements of goals and objectives have been developed.				
a. Goals and objectives for student organizations reflect the needs assessment outcomes. DATA SOURCE: _____				
b. Explicit written goals and objectives for each student organization exist. DATA SOURCE: _____				
c. The goals and objectives of student organizations are directly related to the appropriate program goals and objectives. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				
a. Schedules of meetings and activities have been prepared for each organization. DATA SOURCE: _____				
b. Each student organization has filed its constitution, bylaws, and slate of officers. DATA SOURCE: _____				
c. A written program of work/plan of action exists for each organization. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
IX. B. 3. Adequate and appropriate resources necessary to maintain a viable program are provided.				
a. Qualified faculty are assigned as advisors to each student organization. DATA SOURCE: _____				
b. A budget allocating both institutional and organizational funds has been established for each student organization. DATA SOURCE: _____				
c. Adequate facilities and supplies are available for student organization use. DATA SOURCE: _____				
d. Provisions are made for release time for faculty advisement. DATA SOURCE: _____				
e. Faculty are provided appropriate compensation for advisement. DATA SOURCE: _____				
C. Process				
1. Students are actively involved in student organizations.				
a. Goals and objectives of each student organization have been disseminated to administration, faculty, and students. DATA SOURCE: _____				
b. All students participate in the organization appropriate to their program. DATA SOURCE: _____				
c. Scheduling allows students to participate in organizational activities as an integral part of the program. DATA SOURCE: _____				
d. Student organization meetings occur at frequent intervals. DATA SOURCE: _____				
e. Students attend and participate in district, state, regional, and national conferences relating to their vocational program. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
IX. C. 1. f. Student organization activities are incorporated within the curriculum of each program. DATA SOURCE: _____				
D. Output				
1. Program related/school related organizations maintain appropriate records.				
a. Minutes of meetings are maintained. DATA SOURCE: _____				
b. Documents of successful achievement of objectives of each organization is maintained. DATA SOURCE: _____				
c. Organizational activities are publicized in school and community media. DATA SOURCE: _____				
d. Budget records are maintained. DATA SOURCE: _____				
X. Student Recruitment and Selection				
A. Needs Assessment				
1. Needs assessments have been conducted.				
a. Needs assessments have been conducted to determine potential student population. DATA SOURCE: _____				
b. Needs assessments have been conducted to identify potential student population. DATA SOURCE: _____				
c. Needs assessments have been conducted to determine program areas for which to recruit. DATA SOURCE: _____				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
X. A. 1. d. The resource requirements of the identified student recruitment and selection needs have been specified. DATA SOURCE: _____				
e. Selection criteria specific to each program have been identified. DATA SOURCE: _____				
f. Selection criteria specific to each target population have been identified. DATA SOURCE: _____				
2. A comprehensive annual evaluative review is conducted.				
a. Faculty, students, administrators, and advisory committee representation conduct a comprehensive annual evaluative review of the student recruitment and selection system. DATA SOURCE: _____				
B. Input				
1. A statement of goals and objectives has been developed.				
a. Explicit written goals and objectives for student recruitment and selection exist. DATA SOURCE: _____				
b. Goals and objectives reflect the needs assessment outcomes. DATA SOURCE: _____				
c. Goals and objectives for student recruitment and selection emphasize recruitment for non-traditional employment roles. DATA SOURCE: _____				
d. Goals and objectives for student recruitment and selection are non-biased in relation to sex, race, national origin, handicapped, and disabled. DATA SOURCE: _____				
2. A program of work/plan of action has been established and implemented according to the goals and objectives.				

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	Indicator Rating			
	NA	N	S	E
X. B. 2. a. A program of work/plan of action has been established and implemented to recruit from all population groups: age, disabled and handicapped, sex, minorities, non-traditional. DATA SOURCE: _____				
b. A program of work/plan of action has been established and implemented to determine student selection criteria for each program. DATA SOURCE: _____				
c. Provisions are made for program visitation by potential students. DATA SOURCE: _____				
3. Adequate and appropriate resources necessary to maintain a viable program are provided.				
a. Professional and support staff time are assigned to support student recruitment and selection functions. DATA SOURCE: _____				
b. A specific budget is established for student recruitment and selection operations. DATA SOURCE: _____				
c. Appropriate provisions are made for the facilities and equipment necessary to implement the student recruitment and selection program of work. DATA SOURCE: _____				
d. Appropriate supplies and consumables are allocated to the student recruitment and selection. DATA SOURCE: _____				
C. Process				
1. Special needs populations are using the resources provided them.				
a. The student selection criteria are utilized in enrolling students in programs. DATA SOURCE: _____				

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			Indicator Rating			
			NA	N	S	E
X. C. 1.	b.	Adequate measures are being taken to keep drop-out rates at a minimum. DATA SOURCE: _____				
	c.	Handicapped students and students with special needs enroll in the vocational programs offered. DATA SOURCE: _____				
	d.	Students not admitted to the vocational program of their choice are informed of the reason and appropriate options are identified. DATA SOURCE: _____				
	e.	Students are encouraged to visit vocational programs. DATA SOURCE: _____				
	f.	Students are informed annually about labor market needs in occupation(s) for which they are preparing and about options in other related occupational fields. DATA SOURCE: _____				
	g.	Students are referred for remedial training, when appropriate, prior to admission into a vocational program. DATA SOURCE: _____				
	h.	Student recruitment and selection activities are conducted on a continuous basis. DATA SOURCE: _____				
	i.	Policies for admission, expenses, program requirements, and written philosophy and objectives of the program are given to all students prior to admission. DATA SOURCE: _____				
	j.	Before entering a vocational/technical education program, students are informed of: 1. physical demands, 2. beginning salary, 3. economic and working conditions, 4. hazards that may be encountered upon employment, 5. employment outlook. DATA SOURCE: _____				
D. Output						
1.		There is a sufficient flow of students from the recruitment and selection process to each vocational program.				

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*for each NA, explain reasons on back

	Indicator Rating			
	NA	N	S	E
X. D. 1. a. Students are regularly enrolled in each program in sufficient numbers for sound program operation. DATA SOURCE: _____				

MISSOURI VOCATIONAL EVALUATION SYSTEM

REPORTING DOCUMENT FOR THE INSTITUTION (prepatory)

1. _____ INSTITUTION 2. _____ CITY 3. _____ DATE

4. _____ SIGNATURE OF EVALUATION TEAM CAPTAIN 5. _____ SIGNATURE OF SCHOOL ADMINISTRATOR

Check the code which best represents the institution's level of achievement for each indicator:

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* For each NA, explain reasons on back

II. EFFICIENCY AND EFFECTIVENESS

	INDICATOR RATING			
	NA	N	S	E
A. Instructional costs per placement fall within acceptable limits. The institution's overall instructional cost per placement is calculated: Computation Overall Instructional Costs per Placement = Overall Instructional Costs / Number of Initial Placements Data Source _____				
B. Equipment costs per placement fall within acceptable limits. The institution's overall equipment costs (for all vocational programs) per placement is calculated: Computation Overall Equipment Costs Per Placement = Overall Equipment Costs / Number of Initial Placements Data Source _____				
C. Costs per placement fall within acceptable limits. The institution's operational cost (for all vocational programs) per placement is calculated: Computation Operational Costs per Placement = Total Costs for Vocational Programs / Number of Initial Placements Data Source _____				
			S	

Institution (prepatory) continued.

	NA	N	S	E
D. Administrative costs per student fall within acceptable limits. The institution's overall administrative cost per student is calculated: Computation Overall Administrative Cost per Student = $\frac{\text{Overall Administrative Cost}}{\text{Number of Students}}$ Data Source _____				
E. The costs of ancillary services per student fall within acceptable limits. The institution's overall cost of ancillary services per student is calculated: Computation Overall Ancillary Services Cost per Student = $\frac{\text{Overall Cost of Ancillary Services}}{\text{Number of Students}}$ Data Source _____				
F. The recruitment and selection costs per student fall within acceptable limits. The institution's overall cost of recruitment and selection per student is calculated: Computation Overall Recruitment and Selection Cost per Student = $\frac{\text{Overall Cost of Recruitment and Selection}}{\text{Number of Students}}$ Data Source _____				
G. The costs of placement and follow-up per student fall within acceptable limits. The institution's overall cost of placement and follow-up per student is calculated: Computation Overall Cost of Placement and Follow-Up per Student = $\frac{\text{Placement and Follow-Up Cost}}{\text{Number of Students}}$ Data Source _____				

ATTACHMENT F

Glossary of Terms

ATTACHMENT F

GLOSSARY OF TERMS

ADMINISTRATION - To manage or supervise the execution or conduct of the institution or program mission.

ADVISORY COMMITTEE - A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. Such committees can operate at the federal, state, and local levels and often function under names other than that of advisory committee.

ANCILLARY SERVICES - Those activities and functions carried out to assure quality in vocational education programs. For this evaluation model, ancillary services consist of guidance and counseling, custodial, maintenance, library, and other support services.

COSTS - A. Instruction - Salaries and staff benefits of instructional staff, staff travel for instruction and related purposes, and institution furnished materials and supplies.
B. Operating - Instructional plus equipment costs.
C. Equipment - Initial cost of equipment amortized on a 10-year basis.

CURRICULUM AND INSTRUCTION - Content and instructional process of a designated field. It may refer also to the whole body of courses offered in an educational institution.

DELPHI TECHNIQUE - A means of converging expert opinion without bringing the experts together in face-to-face confrontation. This convergence of opinions of experts is usually gained through the use of successive questionnaires and feedback with each round of questions being designed to produce more careful, concise group opinions (Helmer, p. 76, 1967).

FACILITIES AND EQUIPMENT - Buildings and equipment installed or established to enable an institution to carry out its mission.

INPUT - The provision of resources required for the implementation of the plan.

NEEDS ASSESSMENT - Activities designed to generate information for the development of institutional mission and policy. These activities include documentation of the need for vocational education programs and services; identification of the categories of the population to be served; determination of the occupational clusters for which training is justified; projection of the numbers of persons to be served; and specification of the total resources which will be required.

OUTPUT - Internal product of major categories of evaluative criteria.

PHILOSOPHY AND OBJECTIVES - A. Philosophy - A broad and comprehensive statement of the central and continuing purpose of the institution or program which justifies its continuing support by the community and which provides direction for the management and allocation of resources for the institution and program operation. B. Objectives - a quantitative and/or qualitative statement which collectively describes the conditions which will exist on a continuing basis when the institution or program is fulfilling its philosophic mission.

PLACEMENT AND FOLLOW UP - The operation of assisting program leavers and completers in finding employment. This operation also consists of determining what occupations the students and graduates of vocational education courses have entered and pursued over a span of time and how effective their training has been in relationship to actual needs of the job.

PLACEMENTS - A. Advanced Education - Individuals enrolled in directly related advanced areas of training, i.e. secondary vocational education graduate entering a college of agriculture; community college middle management program graduate entering marketing and distributive teacher education program; secondary electronics graduate entering armed forces enrolled in electronics training program.

B. Direct - Those individuals placed in a job for which they received training, i.e. welder employed as a welder.

C. Initial - First placement after leaving program.

D. Related - Those individuals placed in a job which occasionally requires skills for which they received training, i.e. welder employed in a machine shop where welding is one of his/her duties.

PREPARATORY PROGRAMS - Programs which enroll persons preparing to enter or reenter the labor market.

PROCESS - The operation of the program(s).

PRODUCT - The results achieved by the four previous components--the recipients of the vocational education program and/or services after completion or termination of their involvement.

PROGRAM COMPLETERS - Individuals who successfully graduate from the program.

PROGRAM DROP-OUTS - Individuals who leave before completing 50% of the program.

PROGRAM LEAVERS - Individuals who complete more than 50% of the training program and then leave without completing.

PUBLIC RELATIONS - The business of inducing the public to have understanding for and good will toward an institution.

RESOURCE REQUIREMENTS - All those dollars, people, facilities, time, materials, or other needs which the agency requires to accomplish its mission.

STUDENT ORGANIZATIONS - An integral part of the instructional program designed to develop respect for education in the specific program area which will contribute to occupational competencies in students' chosen careers.

STUDENT RECRUITMENT AND SELECTION - Efforts designed to identify potential students and encourage their enrollment in those programs determined most suited to their career goals, interests, and abilities.

SUPPLEMENTARY PROGRAMS - Programs which enroll employed persons for the purpose of enabling them to obtain job advancement, or develop, refine, or upgrade their job skills.

ATTACHMENT G

Summary of Responses from Workshop Participants

4. Is this approach to evaluation realistic? Yes 30 No 0

Comments:

If applied with consideration of reasons for differential in cost.
I think it has merit, but time line will be extensive.
May be a bit too idealistic. Seems to be idealistic.
Needs adequate time for implementation. Some areas may be questionable.
Depends on the information available from the state.
Any attempt to change from subjective to objective is tough.
This may be a "cop out". It appears that some at high levels do not want to accept responsibility.

5. Is the process designed for the L.E.A. sound, realistic, and achievable? Yes 27 No 2

Comments:

May be too exhaustive for a small school to administer.
You must assure standards are seen as the same for all schools. D.E.S.E. person involved should insure this.
There may be some difficulty convincing the L.E.A. and D.E.S.E. that this model is a cooperative rather than an adversary relationship.
Realistic, yes. Achievable, not on a yearly basis.
Until field tested, I am not sure if the time required disadvantage would outweigh the benefits received from the data supplied.
Would need to be adequately field tested and revised prior to implementation.
Needs to be more definitive and detailed.
Needs extensive field testing. Cost factors in clerical areas.
Will require data collection in several ways--not necessarily bad for real "picture" for local operator.

6. Is the process designed for the division of career and adult education sound, realistic, and achievable? Yes 21 No 3

Comments:

With additional input on standard development. If applied realistically.
Will this increase State Department manpower needs?
If their records are up-to-date and available. I hope they can do it!
Need extensive field testing.
Yes, if you want to "shove" responsibility off to others.
Under present circumstances, they could not produce required information.

7. Will implementation of this model result in the generation of more useable and more valid information for the L.E.A.? Yes 28 No 0

Comments:

Efficiency and effectiveness computation could be a great asset in program evaluation.

ATTACHMENT G

SUMMARY OF RESPONSES FROM WORKSHOP PARTICIPANTS

The following represents a summary of responses from the workshop participants to the proposed vocational program evaluation model. The great majority of participants reacted favorably to all questions, as indicated by the number of positive responses. We have also listed each individual comment made by the participants to all questions.

QUESTIONS TO CONSIDER CONCERNING THE EVALUATION SYSTEM

1. Are the standards realistic and valid? Yes 30 No 4

Comments:

Area differences must be considered. In most cases I believe so.
May be realistic, but how would I be able to judge their validity?
Should not be used to compare AVTS-CJC-high school.
Comprehensive annual evaluation might take too much time. Standards may not be valid. A pilot test would be needed to determine the validity.
Have not really had time to consider this item.
May be too exhaustive for a small school to administer.
The workload to run this type of evaluation appears to be unrealistic.
I do not feel I personally had sufficient time to study the processes to answer as well as most of the following questions.
I do not feel that I can adequately respond to this question without further study.
Qualified yes--review was brief.

2. Are the indicators realistic and valid? Yes 30 No 0

Comments:

Too little experience to know. Well thought out.
If realistically applied.
May be realistic, but how would I be able to judge their validity?
Should not be used to compare AVTS-CJC-High School.
Standards may not be valid. A pilot test would be needed to determine validity.
May be too exhaustive for a small school to administer.

3. Is the design of the total evaluation system sound? Yes 30 No 2

Comments:

If area differences are considered. Needs to be studied.
May need to further limit some of the defined terms.
If spot check keeps the LEA honest.
In my opinion better than what we have now.
Some areas need to be looked at more closely.
Lack of D.E.S.E. standing up and demanding certain things be done at the local level is needed. This is only a politically sound approach.
We have only been using the present system for 4 or 5 years--that system has been improved, but I can see the value in this one.
Some help will need to be given with running needs assessment surveys.
It depends on the makeup of the committee.

7. Comments (cont'd):

That is questionable. If comparison criteria is available.
Looks like a lot of work at local level which might be made not to represent true picture of program.
If the information is valid and obtainable quickly.
Will be very useful if based on same criteria.

8. Will implementation of this model result in the generation of more useable and more valid information at the state level? Yes 25 No 1

Comments:

If utilized with common sense.
Sometimes there are blind spots to our own weaknesses. Still a need for outside input?
It will depend on the validity of the information.

9. What problems do you foresee in implementing this evaluation system?

Time and acceptance by local units. Taking time to implement.
Small school of 1 or 2 vocational programs will need to be informed of these changes prior to field testing. I am afraid of efficiency ratios becoming determining factor in financial allocations.
Massive confusion--will need a great deal of in-service education.
An inherent unwillingness to change. More paper work.
System that is based on records must have accurate, standardized, well-defined records to work from. I have held great respect for the on-site visits of state vocational and north central visitation teams. I hope this will work as well.
Finding the time to implement the program. Time on the local level.
Too early to say at this time. People generally do not like change.
A step by step approach along with samples from field testing needs to be sent to all administrators for a thorough review.
Primarily in placement and follow up--data generated from former students is nearly impossible from leavers; they do not respond.
It will take a number of years to perfect.
We move toward a north central system which is worthless. When "teeth" are not put into the system, local "abuse" is rampant in most cases.
Costs. Manpower to assemble data. Time.
Finding time for adequate self study and input from staff, community, etc.
The normal confusion of setting up a system that is unfamiliar. IDEAS: 1. Each L.E.A. should have a standardized filing system that would contain information necessary to conduct the evaluation. 2. Some comparison should be made with the previous L.E.A. evaluation to indicate program improvement.
Distribution and understanding of L.E.A.
Does not address the quality of instruction or course content as directly as it should. Is the program well taught, is the material appropriate for level of instruction.
Expense at state level. Initial implementation at local level could be "sabataged" by non-supporters.
All schools are different. There is too much that is the school judgment. Outside opinions are more objective.
Would like to see efficiency and effectiveness worksheet to show <u>overall</u> program rather than for <u>each</u> program.